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ABSTRACT

Materials for celebrating Black History Month (February, 1985) in elementary and secondary schools are included in this handbook. A chronology of notable African Americans is presented and then followed by seven sections of curriculum materials on blacks in these areas: general achievements; business; religion; politics; music; math and science; and education. Each section consists of an overview (to be used as a handout or for in-class reading); a statement of the objectives for each unit of instruction, with suggestions for tests, quizzes, and information bees as ways to assess and reinforce student learning; a list of important facts; and suggestions for instructional activities that can be assigned to students across subject areas. Supplemental resources are also provided, including lists of places to visit, resources such as libraries and organizations, and magazines, periodicals, and newspapers. (KH)

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BLACK HISTORY MONTH:

A Reflection and Recognition of the African American Family

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division of Civil Rights and Intercultural Relations

Revised January 1985

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Foreword

February is Black History Month. At this time, people are encouraged to acknowledge and reflect upon the many contributions African Americans have made to our nation. Established in 1926 by Carter G. Woodson as Negro History Week, it became an annual celebration during which blacks were recognized for their efforts in making America what it is today. The name was changed to Black History Week in order to reflect the increasing racial awareness of blacks throughout the 1960's. In 1976, the Association for the Study of Afro-American Life and History extended the celebration to a full month. The Association, founded by Woodson in 1915, has designated this month as National Afro-American History Month to reflect the historical and cultural heritage of blacks that began in Africa and continued in the United States.

This year's theme, "Black History Month: A Reflection and Recognition of the African American Family," was taken in part from the 1985 theme of the Association for the Study of Afro-American Life and History entitled, The Afro-American Family: Historical Strengths for the New Century. Its focus is consistent with the current global perspective and excellence in education thrusts of goal six of the New York State Board of Regents Action Plan to Improve Elementary and Secondary Education Results in New York State: "Each student will develop the ability to understand and respect people of different races; ability; cultural heritage; national origin; and political, economic, and social background, and their values, beliefs and attitudes."

Teachers are encouraged to integrate these materials into existing curriculum at the elementary and secondary levels. The information provided can also be used as a resource to increase awareness and understanding among students and for encouraging an appreciation of minority and majority student similarities and differences.

This publication is a compilation of materials from earlier editions of Black History Month publications. Additional information has been added to reflect the achievements of black women. The publication includes a list of birthdates of notable African Americans who have made significant contributions to the black family, and to the growth of America.

Background information, instructional activities and resources for classroom use are included for all disciplines. Each section is designed to reflect the relationship between past and present events in African and African American history. Emphasis is on General Achievements, Business, Religion, Politics, Music, Math/Science and Education.

These materials will provide curriculum direction to school officials, not only during Black History Month but throughout the school year. Identification of black achievements in the areas listed above and development of curriculum activities for use in the classroom will foster a greater respect for and knowledge about the contributions of blacks and assist students in moving toward the concept of a universal family.

This year marks the fourth annual edition of the Black History Month publication. The Division of Civil Rights and Intercultural Relations is responsible for this publication and has the responsibility to promote equal access and equal treatment for all students.

Black History Month: A Reflection and Recognition of the African American Family was developed by Robert D. Rogers, Coordinator, Edith Dancy, Barbara Mack and Cora Watkins. Consultant services were provided by Geraldine L. Wilson. For additional information contact the Division of Civil Rights and Intercultural Relations at (518) 474-3934.

Gerald L. Freeborne

GERALD L. FREEBORNE
Deputy Commissioner for Elementary,
Secondary and Continuing Education

Carter G. Woodson

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Instructor's Guide

This publication was developed with teacher flexibility and creativity as a primary consideration. Therefore, the suggestions and activities can be adapted to meet the interests and needs of the students, teachers and other school personnel.

The material is divided into seven sections: General Achievements, Business, Religion, Politics, Music, Math/Science and Education. Each section includes an Overview, Facts You Should Know, and Instructional Activities.

The Chronology of Notable African Americans represents a cross section of the achievements and countless contributions that African Americans have made to the cultural life of the nation and to institutions that are the foundation of its democracy.

Suggestions on how to use the components of each section:

- The *Overview* may be used as handouts or in-class reading for students.
- The *Objectives* may be used by teachers as goals for each unit of instruction. Pre- and post-tests, quizzes and information bees are suggested as ways to assess and reinforce student understanding and learning.
- *Facts You Should Know* provides a chronological perspective of the achievements of African Americans.
- *Instructional Activities* may be assigned to students across subject areas. For example, the first instructional activity in the general section (page 14) describing the accomplishments of Dr. Ralph Bunch, Dr. Martin Luther King, Jr., Ida B. Wells Barnett and Sojourner Truth could be assigned to an English, American History or Art class. All activities are classified for use at the elementary and/or secondary level symbolized by E, E/S or S.

Supplemental resources are provided on the final pages of the publication under the headings Places to Visit, Resources and Magazines, Periodicals and Newspapers. Teachers who are unable to plan field trips can write to obtain information and materials.

This publication should be used by curriculum specialists, teacher trainers, aides, school and community librarians, reading specialists and administrators. Parent organizations are also encouraged to make creative use of the publication.

A six-credit, valid and reliable, Afro-American History test has been developed by teaching and research faculty members from New York's public and independent colleges. Tests are offered three times a year in February, May and November at a dozen sites. Teachers interested in obtaining additional information should write to: Regents College Examinations, Cultural Education Center, Room 5D45, Albany, New York 12230 or telephone (518) 474-3703.

Chronology of Notable African Americans

BIRTH DATE		INDIVIDUAL	ACCOMPLISHMENTS
January	5	George Washington Carver (1864-1943)	Chemist, originator of many products made today from the peanut and sweet potato, prize winning painter and botanist
	9	Earl Graves (1935-present)	Business executive, founder and publisher of *Black Enterprise Magazine*, a business monthly
	10	Dean C. Dixon (1915-1974)	Musician, first African American conductor of European classical music
	15	Martin Luther King, Jr. (1929-1968)	Baptist minister, civil rights leader, author, philosopher, winner of Nobel Peace Prize
	18	Daniel Hale Williams (1858-1931)	Surgeon, performed first heart surgery, started hospital for African Americans in Detroit, Michigan
	28	Richmond Barthe (1901-present)	Sculptor, painter, recipient of Edward B. Alford Award and Eames McVeagh Prize
February	1	Langston Hughes (1902-1967)	Essayist, playwright and poet, one of the most important African American writers, work translated in over ten languages
	2	Dennis Farrell (1932-present)	Politician, New York State Assemblyman, Vice-Chairman, New York State Democratic Committee, Chairman, Manhattan Democratic County Committee
	14	Frederick Douglass (1817-1895)	Abolitionist, author, orator, advocate and organizer against slavery, supporter of women's suffrage
	14	Richard Allen (1760-1831)	Minister, founder of the African Methodist Episcopal Church Movement and the African Free Society, a mutual aid organization
	17	Mary Frances Berry (1938-present)	Lawyer, political scientist, historian, served on Civil Rights Commission speaking for women, African Americans and Spanish Americans
	22	Horace Pippin (1888-1946)	Sculptor, traditional painter, recipient of J. Henry Scheidt Prize

BIRTH DATE		INDIVIDUAL	ACCOMPLISHMENTS
	23	William Edward Burghardt DuBois (1868-1963)	Scholar, civil rights leader, sociologist, essayist, poet, leader in field of African relations
	27	Mabel K. Strauper (1890-?)	President of National Association of Colored Graduate Nurses, recruited hundreds of black women into the nursing profession
March	5	Crispus Attucks (?-1770)	First colonist to die in the cause of the American Revolution in Boston
	10	Harriet Tubman (1820-1913)	Activist, underground railroad leader, spy for Union army, first woman to lead army troops
	10	Hallie Quinn Brown (1845-?)	Educator, writer, president and organizer of National Association of Colored Women
	11	William Edouard Scott (1884-?)	Painter, illustrator, muralist, recipient of Frederick Manus Brand and Jesse Binga Prizes
	14	Qunicy Jones (1933-present)	Grammy and Oscar Award winning composer, arranger and producer
	20	Jan Matzeliger (1852-1887)	Scientist, inventor of shoe-lasting machine that revolutionized the making of shoes by mass production
	23	Arthur O. Eve (1933-present)	Politician, New York State Assemblyman, Deputy Speaker of the Assembly
	27	Augusta Savage (1862-1900)	Sculptor, educator, Rosenwald Fellowship, Art Center Director
April	2	Charles White (1918-1981)	Graphic artist, educator, recipient of Edward B. Alfred and Atlanta University Awards
	5	Booker T. Washington (1856-1915)	Educator, writer, orator, founder of Tuskegee Institute
	6	Patrick Healy (1830-1900)	First black Roman Catholic clergyman
	9	Paul Robeson (1898-1976)	Lawyer, scholar, athlete, writer, activist, world renowned singer and actor

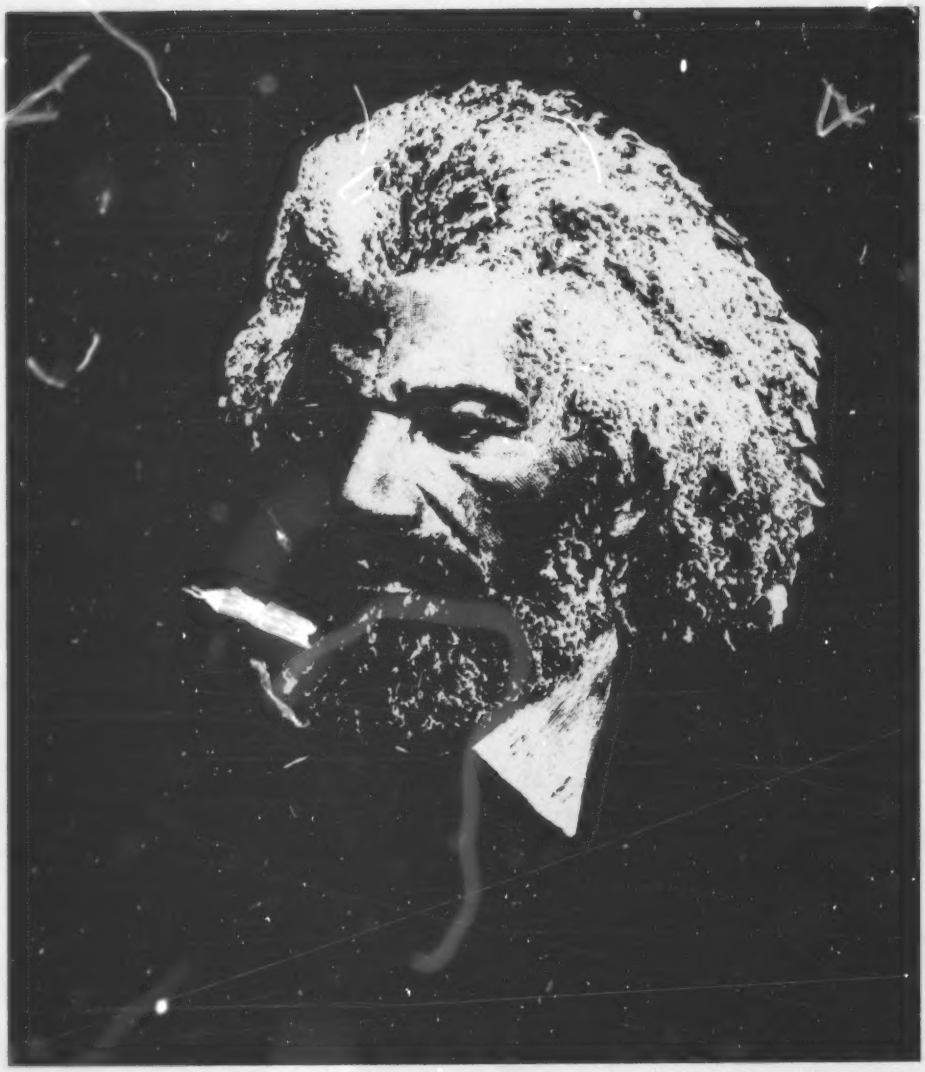
BIRTH DATE		INDIVIDUAL	ACCOMPLISHMENTS
	23	Granville T. Woods (1856-1910)	Scientist, inventor of steam boiler furnace and over 15 devices for operating telegraph and electrical equipment
	25	Ella Fitzgerald (1918-present)	Jazz vocalist and artist known throughout the world
	27	Basil A. Paterson (1926-present)	Politician, New York State Secretary of State, New York State Senator, Vice-Chairman of Democratic National Committee
	29	Duke Ellington (1899-1974)	Jazz composer, arranger of secular and sacred music, known for his contribution to black art and music around the world
May	2	Elijah McCoy (1844-1928)	Scientist, inventor of lubricating machinery, granted patents for 57 inventions
	3	Charles R. Drew (1904-1950)	Scientist, "Father of Blood Plasma," developed a process for preserving blood
	18	Norbert Rillieux (1806-1894)	Scientist, inventor of sugar-refining process
	18	Malcolm X (1925-1966)	Minister, civil rights activist, orator, nationalist, community organizer, recognized world wide
June	2	John Hope (1868-1936)	Founder and first president of the Atlanta University system, respected educator and teacher
	7	Nikki Giovanni (1943-present)	Poet, writer, educator, author of articles and children's books
	17	James Weldon Johnson (1871-1938)	Poet, composer, lawyer, author, collaborated with his brother to write the black national anthem, "Lift Every Voice and Sing"
	20	Andre Watts (1946-present)	Internationally respected concert pianist of European classical music
	21	Henry O. Tanner (1859-1937)	Painter, illustrator, recipient of National Arts Club Bronz Medal and other major awards
	27	Paul L. Dunbar (1872-1908)	Author, poet, known for his famous "dialect" poetry

BIRTH DATE		INDIVIDUAL	ACCOMPLISHMENTS
	30	Lena Horne (1917-present)	Song stylist, actress, recipient of Kennedy Center Award
July	6	Ida Bell Wells Barnett (1862-?)	Civil rights leader, editor and investigative reporter
	11	Mary McLeod Bethune (1875-1955)	Founder of Bethune-Cookman College, presidential advisor, founder of Black Women's Coalition and the National Council of Negro Women
	24	Charles Spurgeon Johnson (1893-1956)	Educator, sociologist, consultant to White House Conference
	24	Kenneth B. Clark (1914-present)	Psychologist, writer, social critic, member, New York State Board of Regents
August	7	Ralph J. Bunche (1904-1971)	Scholar, U.S. ambassador, recipient of Nobel Peace Prize, negotiated final settlement of 1947 Mid-East War
	8	Matthew A. Henson (1866-1955)	Explorer, first person to place United States flag at North Pole
	14	Ernest Everett Just (1883-1941)	Scientist, marine biologist
	17	Marcus Garvey (1887-1940)	Activist, nationalist, organizer of largest mass movement among African Americans and Caribbeans in the 1920's and 30's, national hero of Jamaica
	26	Hale Woodruff (1900-?)	Painter and abstractionist of international fame, graphic artist, educator, recipient of Harmon Foundation Bronze Medal and Great Teacher Award
September	1	Hiram R. Revels (1822-1901)	Politician, first African American United States Senator
	2	James Forten (1776-1842)	Inventor, abolitionist and civil rights leader in Philadelphia
	2	Romare Bearden (1914-present)	Painter, mixed media, writer, internationally known for articles and films
	4	Lewis Howard Latimer (1848-1928)	Inventor, draftsman, engineer

BIRTH DATE		INDIVIDUAL	ACCOMPLISHMENTS
	7	Jacob Lawrence (1917-present)	Painter, illustrator, recipient of Silver Medal, Art Institute of Chicago, Second Prize, American Negro Exposition
	10	Georgia Douglas Johnson (1886-?)	Poet during the New Negro Renaissance
	12	Prince Hall (1748-1807)	Educator, businessman, minister, founder of the United States Masons, originally the African Masonic Lodge
	12	Jesse Owens (1913-1980)	Won four Olympic Gold medals during the 1920's
	13	Alain Leroy Locke (1886-1954)	Scholar, philosopher, author of *The New Negro*, the book that inspired the New Negro Renaissance in the 1920's
	13	John Henry (most believe mid-1800's)	Symbol of black men who helped lay the railroads, legendary figure who won a steel drilling contest against a machine, inspired many work songs
	13	Clifton R. Wharton, Jr. (1926-present)	Educator, lawyer, ambassador, Chancellor, State University of New York
	14	Constance Baker Motley (1921-present)	Politician, New York State Judge, Manhattan Borough President, first woman appointed as federal judge
	17	Albert Alexander Smith (1896-1940)	Painter, graphic artist, recipient of Suydam Medal and Chaloner Prize
	24	E. Franklin Frazier (1894-1951)	Scholar, author, sociologist, researched and wrote *The Negro Family*
	26	Bessie Smith (1894-?)	Song stylist, "Empress of the Blues," sold 2 million copies of "Downhearted Blues" in 1923
October	1	George Carruthers (1939-present)	Research physicist, recipient of the NASA Exceptional Scientific Achievement Medal
	3	Mahalia Jackson (1912-1972)	Gospel singer, known as the "Queen of Gospel," spiritual leader in the African American community
	6	Juanita Hall (1901-?)	Singer, actress, known for her role as Bloody Mary in the musical "South Pacific"

BIRTH DATE		INDIVIDUAL	ACCOMPLISHMENTS
	8	Jesse Jackson (1941-present)	Clergyman, community activist and organizer, presidential candidate in 1984
	9	Mary Ann Shadd Cary (1823-1893)	Editor, lawyer, educator, first female African American newspaper editor
	10	R. Nathaniel Dett (1882-1943)	Pianist, composer
	10	Richard Gidron (1938-present)	Business executive, auto sales and service dealer
	10	Thelonius Monk (1918-1982)	Jazz composer, pianist, established a style and school of piano artistry
	17	Carl McCall (1936-present)	Politician, business executive, minister, 1982 candidate for New York State Lieutenant Governor, Ambassador to the United Nations, New York State Senator
	18	Mamie Phipps Clark (1917-1983)	Psychologist, social worker, conducted critical research in 1954 *Brown vs. Board of Education* desegregation case
November	9	Benjamin Banneker (1731-1806)	Inventor, astronomer, scientist, engineer, compiled one of the first almanacs
	11	Albert Vann (1935-present)	Politician, New York State Assemblyman, past Chairman of Black and Puerto Rican Caucus
	16	W. C. Handy (1873-1958)	Composer, "Father of the Blues"
	18	Sojourner Truth (1795?-1883)	Activist, teacher, preacher, nurse, philosopher, antislavery spokesperson
	20	Percy E. Sutton (1920-present)	Business executive, politician, Chairman of Inner City Broadcasting, former Manhattan Borough President and New York State Assemblyman
	20	Pauli Murray (1910-present)	Lawyer, educator, writer, poet, first African American woman to be an ordained Episcopal priest
	22	Guion S. Bluford (1942-present)	Astronaut, aerospace engineer
	30	Jane Cash Wright (1919-?)	Doctor, scientist, conducted extensive research on chemotherapy, a drug treatment for cancer

BIRTH DATE		INDIVIDUAL	ACCOMPLISHMENTS
	30	Shirley Chisholm (1924-present)	Politician, educator, first black female elected to United States Congress, first black person to seek the presidency of the United States in 1972
December	1	Harry T. Burleigh (1866-1949)	Composer, arranger of Negro spirituals
	6	Theodore K. Lawless (1892-1971)	Dermatologist
	14	John Mercer Langston (1829-1897)	Educator, politician, first African American elected to United States Congress from Virginia in 1890
	15	William T. Hinton (1883-1959)	Bacteriologist, developer of Hinton test for syphilis
	19	Carter G. Woodson (1875-1950)	Historian, founder of the Association for the Study of Afro-American Life and History, initiator of Negro History Week
	23	Henry Highland Garnet (1815-1882)	Educator, clergyman
Unknown		Ernesta Procope (?-present)	Business executive, President, E.G. Bowman Insurance Company, Inc.



Frederick Douglass

General Achievements

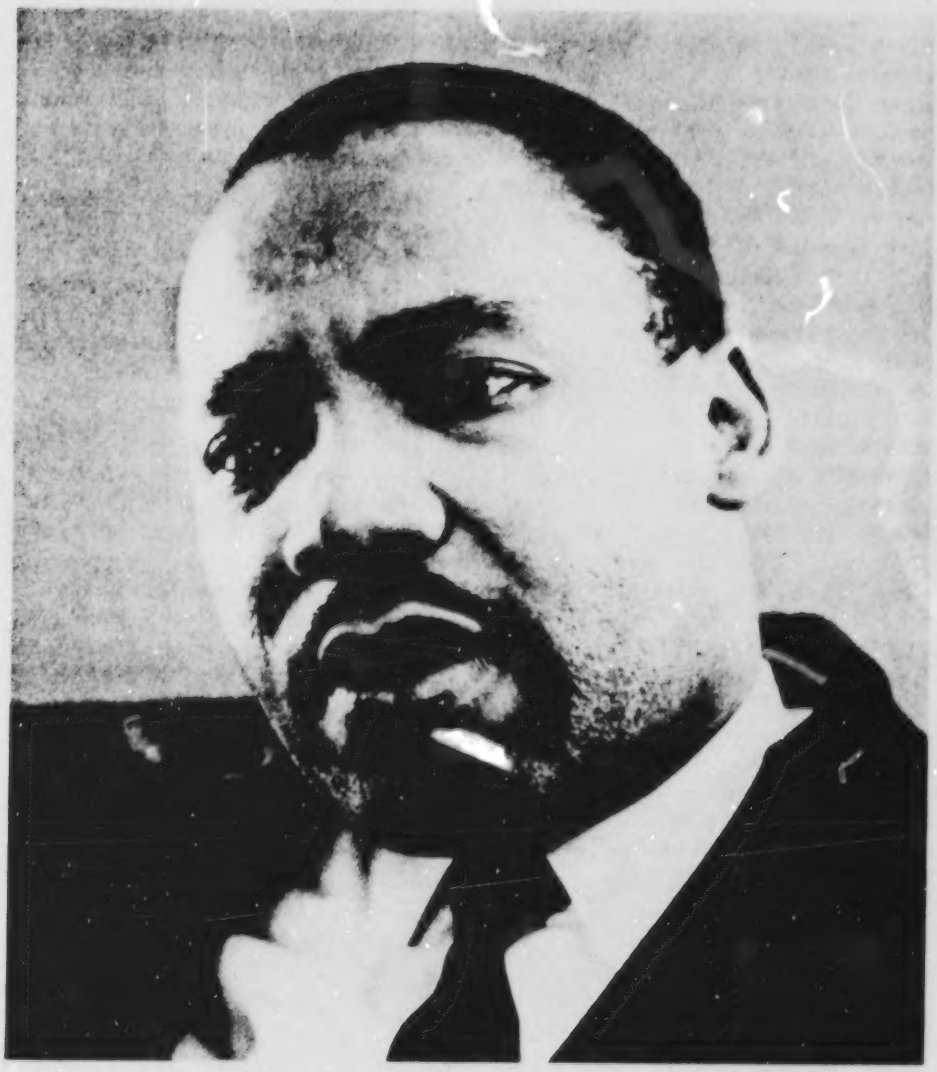
OVERVIEW

Since 1619, blacks have excelled consistently in many areas. The accomplishments of John Russwurm, Carter G. Woodson, Thurgood Marshall, Mary Ann Shadd Cary, Frances Ellen Watkins Harper and Dr. Martin Luther King, Jr. are included in this section. Russwurm was known for the founding of the first black newspaper, *Freedom's Journal*, and for his scholarly literary contributions. Woodson, with the assistance of African American teachers, started Negro History Week. Marshall is known for arguing the landmark *Brown vs. Board of Education of Topeka, Kansas* case in the Supreme Court. The 1954 court decision directed that boards of education could not discriminate against black students by having segregated schools (white and black students in separate buildings). Mary Ann Shadd Cary was the first African American woman journalist and editor of a newspaper. Frances Ellen Watkins Harper sold over 50,000 volumes of her poetry between 1850 and 1880. She was one of the most well known speakers during the Abolitionist and Reconstruction Periods. Dr. Martin Luther King, Jr. was the renowned orator and inspirational leader of the Civil Rights Movement of the late 1950's and throughout most of the 1960's.

Information is provided on African American organizations, such as the National Association for the Advancement of Colored People (NAACP), National Urban League, Southern Christian Leadership Conference (SCLC), Opportunities Industrial Center of America (OIC), and People United to Save Humanity (PUSH). There are also other important groups such as the Elks, the Masons, The Order of the Eastern Star (Women's Lodge) and the National Business and Professional Women's Association. In addition, there are eight Greek letter organizations whose graduate chapters have served the black community nationally through starting bloodmobiles, developing housing and providing hundreds of scholarships. All of these and others have enriched and strengthened the African American community.

The literary creativity of African Americans flourished during the New Negro Renaissance (sometimes called the Harlem Renaissance) in the 1920's and 1930's. Many men and women used the creative arts to tell and record the story of their history and to extend African American traditional art forms. This period was known for the celebration of African American poetry, prose, art, song, dance and drama.

The intent of this section is to reveal significant events and the individuals associated with them. Also included are achievements in the creative arts and information on organizations that have provided leadership toward African American progress. These events, individuals, achievements and organizations should be interpreted as representing some of the most significant in African American history. At best, however, the material only skims the surface in terms of historical importance.



Martin Luther King, Jr.

OBJECTIVE

To increase awareness and knowledge of African American history and to highlight the many accomplishments of blacks as part of American society.

FACTS YOU SHOULD KNOW

* The oldest known representation of the human body is that of a Negro woman. It was carved by a Negro sculptor of the Grimaldi race from 10,000 to 15,000 years ago. It is called "The Venus of Willendorf" after the place in Austria where it was found and is in the Vienna Museum.

* The word "coffee" comes from Caffa, Ethiopia, where it was first used and where it still grows wild.

The National Association for the Advancement of Colored People (NAACP) was founded as a result of rioting and lynching during the early 1900's in the north and south. Its first president was Moorfield Storey who was elected in 1909 at the organization's first national conference. W.E.B. DuBois, a noted black scholar, was the executive director and editor of the official NAACP publication, *Crisis*.

The Niagara Movement membership, unlike that of the National Association for the Advancement of Colored People (NAACP), was all African American. The purpose of the Niagara Movement was to promote a positive image of blacks across the nation, identify injustices and convey the importance of self-sufficiency.

Founded in 1906 and 1908 respectively, Alpha Phi Alpha Fraternity and Alpha Kappa Alpha Sorority were the first black Greek letter organizations.

The National Urban League was formed as a result of the merger of several groups organized separately to improve the living and working conditions of Negroes in New York State. The National League on Urban Conditions Among Negroes was the first name used by the Urban League. The name was changed to the National Urban League in 1911. Chapters and offices were opened across the country.

In 1928, Richmond Barthe won the Harmond Award for Flute Boy, one of many sculptures by Barthe that had a strong African influence. Many African artists during the Harlem Renaissance were strongly influenced by their African culture. Some of these artists were: Palmer Hayden (painter), Aaron Douglas (illustrator), Charles Alston (painter), Sargent Johnson (sculptor), Romare Bearden (painter) and Lois Mailon Jones (painter).

The first "March on Washington" movement was organized by Trade Union leader, A. Phillip Randolph, in 1941, after a black woman suggested the protest during a meeting. President Franklin D. Roosevelt responded to the threat with Executive Order 8802. The order not only banned race bias in defense contracts, but authorized a Fair Employment Practices Committee. As a result of these concessions, the march never took place.

The Montgomery Improvement Association, which in 1957 became part of the Southern Christian Leadership Conference (SCLC), was an organization formed and led by men who were Pullman Porter Union organizers such as E.D. Nixon, community people such as Rosa Parks and some local ministers. Ella Baker, a respected New York organizer, was instrumental in the formation of the SCLC, pulling together local organizations. SCLC was one of three organizations that played a major role in effecting political, social and economic reform during the civil rights struggle in the 1950's and 1960's.

Important national and local civil rights organizations during the civil rights movement were the Southern Christian Leadership Conference (SCLC) 1957, Student Non- Violent Coordinating Committee (SNCC) 1961, and People United to Save Humanity (PUSH) 1971. They were started by or had the support of ministers. Some of these ministers were Dr. Martin Luther King, Jr., Reverend John Lewis, Reverend Fred Shuttlesworth, Reverend C.T. Vivian, Reverend Jesse Jackson and Reverend Joseph Lowery.

Frances Ellen Watkins Harper was the author of the second novel published by a black woman. She was a poet, lecturer and abolitionist who also spent considerable energy fighting for women's suffrage.

Zora Neale Hurston was the author of seven books during the New Negro Renaissance. She was also an anthropologist and an interpreter of African American culture.

In 1940, Benjamin O. Davis, Sr. became the first African American to become a Brigadier General in

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* Rogers, J. A. *100 Amazing Facts About the Negro with Complete Proof*. Helga M. Rogers, 1806 48th Ave., S., St. Petersburg, Florida 33711, 1979, pp. 3-4.

the Army. His son, Benjamin O. Davis, Jr., became the first African American Air Force Brigadier General in 1954.

As Counsel for the National Association for the Advancement of Colored People (NAACP) Legal Defense Fund, Thurgood Marshall won more than thirty cases before the Supreme Court. His most famous case was the landmark ruling in *Brown vs. Board of Education* in 1954. He was appointed the first black Solicitor General in 1965 and in 1967 he became the first black United States Supreme Court Justice. Justice Marshall still serves today.

Ida Bell Wells (1869-1931) was a staunch civil rights fighter and one of the co-founders of the National Association for the Advancement of Colored People (NAACP). She was instrumental in starting the anti-lynching movement in this country and Great Britain, where she was considered a dynamic orator. By trade she was an editor, publisher and investigative reporter.

In 1982 Lieutenant General Roscoe Robinson, Jr., a decorated veteran of the Korean and Vietnam wars, became the Army's first black four-star general. He is the second black to reach four-star rank, following Air Force General Daniel (Chappie) James, Jr.

Phillis Wheatly (1753-1784), author of the first book by an African American and second book by an American woman, was born in Senegal, Africa. Her book was entitled, *Poems on Various Subjects, Religious and Moral*, a collection of 39 of her works.

Dr. Caroline Virginia Anderson (1848-?) was a pioneer in the field of medicine. She was refused an internship at the Boston New England Hospital for Women and Children because of her color, but later was accepted by unanimous decision of its Board of Directors, becoming one of the first African American physicians.

Josephine St. Pierre Ruffin of Boston was a suffragette and prominent member of the women's club movement late in the 19th Century. She was also chief organizer and president of the National Federation of Afro-American Women in 1896.

Jessie Redman Fauset authored five novels during the New Negro Renaissance, including *The Chinaberry Tree*. She also served as a writer/editor for *Crisis*, the official publication of the NAACP.

On Tuesday, December 21, 1982, the United States Congress gave approval for a statue of Dr. Martin Luther King, Jr. to be erected. The statue will be located in the Capitol and will be the first of an African American among the building's statues.

Jean Baptiste Pointe DuSable (1745-1818), a black man, built a fur trading post on the Chicago River. He once remarked, "The first white man to come to Chicago was a Negro." This area is now the City of Chicago.

In 1879 Mary Eliza Mahoney became the first African American in America to receive a diploma in nursing. She received her diploma from the New England Hospital for Women and Children in Boston, Massachusetts. As a community activist she was one of the first women to vote in Boston in 1921.

J. Rosamond Johnson collaborated with his brother, James Weldon Johnson, to write the music to the Black National Anthem, "Lift Every Voice and Sing." They wrote the song for school children in Florida to celebrate Emancipation (from slavery) Day. The schoolchildren were instrumental in making the song famous.

Kwanza is an African American celebration based upon African festivals characteristically held to mark the harvest or "first fruits" and start off a new planting season. It is celebrated each year from December 26 through January 1 as a substitute for, or in addition to, Christmas. The holiday is celebrated using symbols and rituals that teach respect and understanding of African American culture and history.

A significant number of men and women had petitioned the courts, particularly in the north, and argued their own cases for freedom from slavery. In 1845 Macon B. Allen and Robert Morris, Jr. became the first African Americans to pass the Bar Examination in Boston, Massachusetts and to practice law in the United States.

In 1954, Daisy Bates led and organized efforts to desegregate the schools in Little Rock, Arkansas. She was president of the NAACP in Little Rock at that time.

On September 25, 1974, Barbara W. Hancock became the first African American woman to be selected as a White House Fellow.

Sojourner Truth delivered her "Ain't I A Woman" speech to protest racism at the Women's Rights Convention on May 28, 1851.

Gwendolyn Brooks won the Pulitzer Prize in 1950 for her volume of poetry, *Annie Allen*. On May 19, 1976, she was inducted into the National Institute of Arts and Letters.

On June 13, 1904, Mary Church Terrell addressed the International Congress of Women in Berlin, speaking in German, English and French, describing injustices faced by African Americans. Advocating equal rights for women and blacks, she lectured throughout the United States and abroad.

An actress and vaudevillian, Hattie McDaniel was the first black to win an Oscar. She received the award for her role in "Gone With the Wind."

Rosa Parks, the Grandmother of the Civil Rights Movement, refused to give up her seat to a white man on a Montgomery, Alabama bus. This event sparked the Montgomery Movement and year-long bus boycott by the town's black citizens.

The first Women's Rights Convention met in Seneca Falls, New York in 1848. At the Convention, Frederick Douglass, ex-slave, presented a speech, but no black women were invited.

Thurgood Marshall

INSTRUCTIONAL ACTIVITIES

Discuss with students the accomplishments of Dr. Ralph Bunche, Dr. Martin Luther King, Jr., Ida B. Wells Barnett and Sojourner Truth. Have students prepare a written report comparing the lives of these persons, showing the similarities and differences in family, education, religion and politics. **E/S**

Require students to research one of the cases Thurgood Marshall brought before the Supreme Court as director of the NAACP Legal Defense and Education Fund. These cases may be assigned on a team or individual basis. Students should write a brief summary of the cases and give oral reports to the class. As a follow-up, have students review case summaries and decisions related to *Plessy vs. Ferguson* and *Brown vs. Board of Education of Topeka, Kansas*. Have students role play the positions of the plaintiff and defendants in each case. **S**

Assign students to read and develop a class presentation on the formation of the Student Non-Violent Coordinating Committee (SNCC) or the Brotherhood of Sleeping Car Porters and Maids. **S**

Define the word "Insurrectionists." Discuss the terms "Antislavery Leaders" and "Underground Leaders." Have students research, analyze and role play the Antislavery Leaders vis-a-vis Insurrectionists and Underground Railroad Agents. **S**

Antislavery Leaders
Samuel Cornish
Frederick Douglass
Fames Forten
James Highland Garnett
Frances Ellen Harper
John Russwurm
Sojourner Truth
Maria W. Stewart

Insurrectionists
Joseph Cinque
Gabriel Prosser
Nat Turner
Denmark Vesey

Underground Railroad Agents
Josiah Henson
David Ruggles
William Still
Harriet Tubman

Research bibliographies, acquire pictures and make slides of individuals referred to as civil rights leaders. Indicate the differences and similarities in their approaches to dealing with the issue of human rights. Compare these approaches to the strategies of civil rights leaders during the 20th Century. Encourage the students to apply what they have learned to their school and community environments. **S**

Write an editorial about the Watts Rebellion of 1965, assassination of Malcolm X, Nat Turner Rebellion, or other important historical events dealing with African American men and women. Encourage students to submit editorials to local newspapers for publication. **E/S**

Ask students to make a collage of persons who have been leading figures for such organizations as the National Association for the Advancement of Colored People (NAACP), National Council of Negro Women (NCWC), Opportunities Industrial Center of America (OIC) and People United to Save Humanity (PUSH). Have students write brief historical sketches on the organizations mentioned above. Compare the goals and objectives of these organizations. **E/S**

Obtain information on the following black Greek letter fraternities and sororities: Delta Sigma Theta, Phi Delta Kappa, Alpha Phi Alpha, Phi Beta Sigma, Iota Phi Lambda, Kappa Alpha Phi, Omega Psi Phi, Sigma Gamma Rho and Zeta Phi Beta. Research the history, the purpose(s) and objectives, number of chapters, number of members, founders and the appropriate Greek letters for each organization. Invite a member of one of these fraternities and/or sororities to speak about the history and programs sponsored by the national office and local chapters. Develop a list of past and present members. **E/S**

Tell the story of the New Negro (Harlem) Renaissance. Describe the art, music, drama and literature created during this period. Assign students to research and compare the writers, artists and poets during the 1960's with those of the Harlem Renaissance in the 1920's. Ask students to bring in information on individuals who received recognition during these periods. Brief biographies can be assigned on an individual basis. **E/S**

Assign students to paint, sculpt and/or sketch the works of black artists with the assistance of the art teacher. Prepare a school exhibit with a brief description and replication of the award given to the artist for his/her work. **E/S**

Plan a class trip to a Black History Month activity, such as an exhibit, play or musical that will be held in your area. Visit your local museum or library where you should find exhibits, books and other materials. Invite parents to participate in these activities. Have the students write a story about their experience and share it with the class. **E/S**

Ask students to bring in a reproduction of the work of famous black artists. Write a brief biography on one or more of these artists, including information on the following: date of birth, exhibits, collections, awards and a description of their art work. Some well known black artists are: William Ernest Braxton, Lois Mailon Jones, Faith Ringold, John Wesley, Archibald Motley, Charles Alston, Henry Tanner, Bettye Saar, Palmer Hayden, William Scott, Elizabeth Carlett, Jacob Lawrence, Albert Smith, Hale Woodruff, Romare Bearden, Robert Pious, Charles White, Alma Thomas, Aaron Douglas, Augusta Savage, Richmond Barthe, Paule Keene, Jr., Humbert Howard and Tom Feelings. **S**

Select one student to play the role of curator for a student art exhibit. Have the student work with a committee to develop captions for the artwork. The captions should relay information about the artist and his/her interest in art. The exhibit can be dedicated to a local African American artist. **S**

Interview a national or local well known black artist. Use an 8 mm. camera to film and record the interview. Show the film to motivate the students to learn more about the life and work of the artist. **S**

Assist students in formulating questions, choosing a title and developing a format for a TV show. Prizes can include reproductions of famous artworks or books by African Americans. **S**

Arrange a trip to a historical site, local museum, library or African American art collection. Discuss and prepare an experience chart. Coordinate this activity with the social studies and art teachers. **E**

Prepare a collage of famous African Americans. Display students' work throughout the school to create an atmosphere of celebration. **E/S**

Each day, prior to the beginning of classes, recognize Black History Month by having a recitation of black poetry, playing African American music or quoting a famous African American. Use the school public address system. Have the students choose the selections and make the announcements. **E/S**

Students may enjoy looking for information concerning the observance of National Negro History Week (begun in 1926) and its transition to Black History Month. Include information about its founder, Dr. Carter G. Woodson, and the Association for the Study of Afro-American Life and History. Explore some of the Black History Month activities available in your community. Students who attend Black History Month concerts, exhibits or lectures may wish to share their experiences with the class. **E/S**

Collect as many fliers, invitations and announcements as possible about Black History Month. Make a bulletin board displaying materials collected. **E/S**

Use picture books that illustrate African life followed by a discussion and explanation of its geography, climate, culture, food and people. Allow children to draw pictures of their impressions of everyday life. **E**

Illustrate and explain the oral tradition in African societies and the role of the "griot" as the village historian. Ask children to interview an older person on tape and record the impressions of the person's home life and personal experiences. This may be used to begin an oral history library. **E/S**

Conduct a Kwanza celebration by organizing a program which includes the seven Kwanza principles (i.e., Umoja, Kujichagulia, Ujima, Ujamaa, Nia, Kumba, Imani). Exchange handmade Kwanza cards/gifts made by members of the class, sing musical selections and prepare the Karamu (the feast). **E/S**

Ask children to record the recollections of an elder, over 70 years of age. Role play first with children how they would introduce themselves respectfully and tell why they think it is important to learn about history from people who have lived a long time. Ask about work, childhood, play and travel. **E/S**

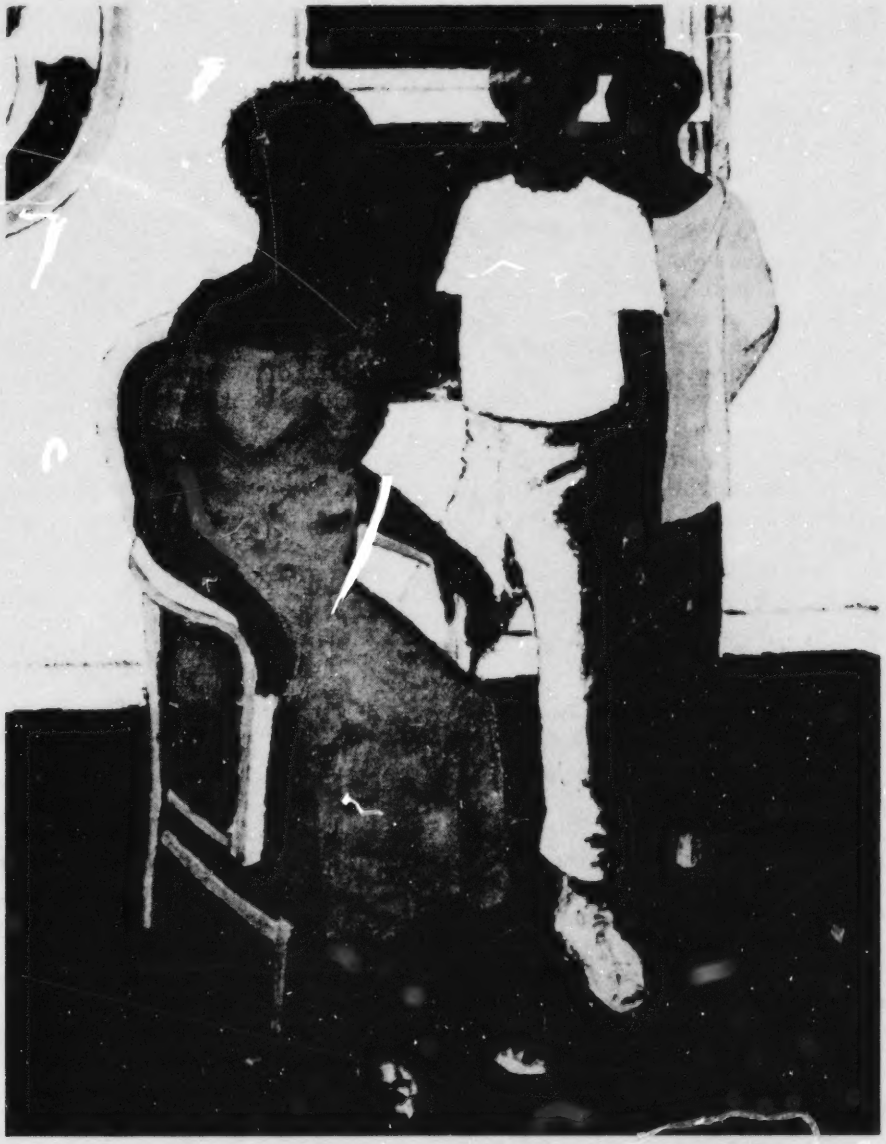
Plan a feltboard project and ask students to retell Anansi stories from West Africa and Jamaica. Also include B'rer Rabbit stories from the southern region of the United States. Ask students what they liked about the characters and to identify the moral of each story. **E**

Assign students to study conflict in American history. Investigate black involvement from the Revolutionary War through the Vietnam War. Contribute to a library information center on black history and culture. **S**

Assign students to research some of the 57 known patents that Elijah McCoy received for his inventions. Ask students to bring in pictures of his inventions and discuss the importance of each to the American Industrial Revolution. Check his inventions with the United States Bureau of Patents. Integrate this activity with your language arts program. **S**

Have students research, report and discuss the contributions of the following black physicians: Ulysses Crant Dailey, Martin R. Delany and George Cleveland Hall. Enlist the assistance of the guidance counselor to come in and discuss the field of medicine. **S**

Conduct a Hall of Fame election. After students have been assigned various research projects on African American mathematicians and scientists, such as Benjamin Banneker, George W. Carver, Elijah McCoy, Granville T. Woods, Jan Matzeliger, Dr. Charles R. Drew and others, present the information to the class for their consideration. Hold a mock election, based upon the student reports, and list the ten persons receiving the highest votes. **E/S**



Business

OVERVIEW

No one can say for sure when the African American became engaged in some type of business endeavor. Historians, however, tell us that Africans have been involved with trade and commerce for some 3,000 years, dating back to their native Africa. Indicative of their staunch determination, the circumstances in which many black Americans came to this country did not destroy their ability to succeed in business.

Against great odds, the black American has used his talent, ingenuity and skills to become part of the broad scope of American business and enterprise. In the face of legal and numerous other restraints, African Americans were able to establish themselves in business as traders, shop owners, merchants and bankers. They operated dressmaking establishments, insurance companies, newspapers, restaurants and banks.

It is important to note that none of the twenty blacks who landed at Jamestown in 1619 were slaves; they were either free or had entered into contracts as indentured servants. As such, the latter were bound to their contractual agreements, but those who came as free men began early on to acquire capital, land and other possessions, including slaves. Many were successful in establishing themselves in the field of business.

Domingo Antony, who invested in land in New York City, and Jean Baptiste DuSable who established a successful fur trading post and founded the City of Chicago, are outstanding examples. Emanuel Bernoon owned an ale house in Providence, Rhode Island. Pierre Toussaint ran a hairdressing shop for "all the distinguished ladies" in New York City. Paul Whitecliff was owner of the largest business in Hempstead, Long Island during the period of the Revolutionary War.

By the early 1800's, African Americans had become profitable merchants, plantation owners and business entrepreneurs. F. L. Cardoza of South Carolina invested heavily in the railroads and became extremely wealthy. George T. Downing owned a leading resort in Newport, Rhode Island. A black millionaire, William Leidesdorff, built the first hotel in the City of San Francisco. Henry Topp of Albany, New York and Thomas Dalton of Boston were highly regarded clothiers. By the end of the 1850's, blacks in New Orleans owned nearly $3,000,000 in real estate and Stephen Smith had become one of Philadelphia's most prosperous business leaders.

The modern period is no exception. Thomy Lafon, a black philanthropist, made a fortune in real estate. Madam C. J. Walker traveled from Louisiana by way of Denver and Pittsburgh to Indianapolis, where she founded a cosmetology business and subsequently became one of the country's first black female millionaires. Maggie Lena Walker became the first female bank president in 1903.

Early in the 20th Century, the "Negro Business Boom" witnessed such successful businesses as the Harlem Stock Exchange, the African Steamship and Sawmill Company in New York City, and the Inter-Colonial Steamship Company of New York. Other black businesses include the E. G. Bowman Insurance Company, Inc., one of the first to relocate on Wall Street, and Inner City Broadcasting, the largest black-owned telecommunications company in the United States.

In spite of limited financial, political and economic support, blacks continue in their efforts to become part of the mainstream of American business and enterprise, serving on some of the largest corporate boards and thriving from the successful operation of their business and corporate entities.

OBJECTIVE

To convey and illustrate the African American's long history of involvement as business people and entrepreneurs who promoted the black work ethic and contributed to the survival of the black community.

FACTS YOU SHOULD KNOW

Many scholars agree that there was a large industrial population in Egypt even before 3,000 B.C. involving a clear-cut division of labor, efficiency in production and trade with tribes in Egypt and other parts of the world. Colorful artifacts made of gold, coral, turquoise and alabaster displayed in the King Tut Exhibit are evidence of the high technology and production of that ancient civilization.

Paul Cuffee, a successful Boston shipbuilder, accumulated an estate worth more than $20,000 during the 18th Century.

Thomy Lafon (1810-1893) was an African American philanthropist who made a fortune in real estate. His estate was valued at $600,000 at his death. A noted white author once wrote that "Thomy Lafon, seeing not color nor sect in his love for mankind, distributed his

life's earnings indiscriminately among black and white, Protestant and Catholic alike."

Harriet Tubman was a successful restaurant owner in South Carolina. She used her money to help African Americans find their families and meet other costs for freedom.

In 1850, Samuel T. Wilcox, a Cincinnati black, owned a wholesale grocery that was the largest in the city.

Maggie L. Walker became the first female bank president in the United States. She established the Saint Luke's Bank and Trust Company in 1903. It is presently called the Consolidated Bank and Trust Company of Richmond, Virginia, the oldest black-owned commercial bank.

In the early 1900's, Madame C. J. Walker became one of the first African American women millionaires by selling hair products made for the black consumer market.

The period from 1913 to 1929 was known as the "Negro Business Boom." African American businesses such as the Harlem Stock Exchange in New York City, the African Steamship and Sawmill Company of New York and the Inter-Colonial Steamship and Trading Company of New York were operating during that time.

Ernesta G. Procope is President of E. G. Bowman Insurance Co., Inc., one of the first African American businesses on Wall Street. Bowman Insurance is the largest black-owned insurance brokerage firm in the country.

Inner City Broadcasting (ICB), located in New York City, is the largest African American telecommunications company in the United States. The company's primary investments are in radio broadcasting and cable television. ICB operates two radio stations in New York City and owns four others across the country.

Charles Wallace was president of the largest African American-owned petroleum sales company in the United States, Wallace and Wallace Enterprises, Inc. The company is located in St. Albans, New York and accumulated sales in 1981 of almost $82 million.

New York State's first black-owned rail transportation company, Mohawk and Hudson Transportation System, Inc., was established in 1979 by Ronald E. Crowd.

In 1984, a group of African American business people started the first black United States airline, called Atlanta Airways.

Many African Americans established their own businesses. Although self-employed, they were not considered entrepreneurs. They serviced many needs in the black and white communities, often becoming community leaders. Some of these businesses included:

Seamstresses, Milliners, Shoeshine Men, Ice Men, Washerwomen, Barbers, Hairdressers, Caterers, Restaurant Owners

INSTRUCTIONAL ACTIVITIES

Encourage the students to present information using pictures, collages, poetry and essays on the self-employment and entrepreneurship of blacks during the following time periods: S

- Ancient Africa — Three Kingdoms (Mali, Songhay, Timbuktu)
- Independence — Civil War
- Reconstruction — World War 11
- Era of New Technology — present

Assign the students to survey their local community for the types and numbers of black businesses, report their findings and discuss why the statistics may illustrate the conclusions that are formed. Obtain assistance from the guidance department and invite business executives or entrepreneurs to speak. S

The market women in West Africa, especially in Ghana and Nigeria, were very successful, independent and powerful women. Assign students to research articles about them. Invite a Nigerian or Ghanian to tell students about these traders. E/S

Assign students to research some of the following successful black businesses and provide information on how they operate. Where possible, role play the owners — revealing the circumstances of their lives, how they started their businesses, what the businesses sell and how they operate. Some of the most successful black businesses today are: S

Freedom National Bank (NY)
Fedco Foods (NY)
Inner City Broadcasting (NY)
Tuskegee Federal Savings and
Loan Association (AL)

H. J. Russell Construction (GA)
United Mutual Life Insurance (NY)
Family Savings and Loan Association (CA)
Motown Records (CA)
Johnson Publishing (IL)
Dick Gidron Cadillac (NY)

Set up a school display of brochures, pamphlets, articles, etc., on black businesses located in the community or nationally. Request assistance from your school and local libraries in obtaining these resources. **E/S**

Invite a local black business executive to speak on the history of black economic development and career opportunities that are available in your area. Ensure enough time for questions and answers. Contact your local Chamber of Commerce for assistance in scheduling speakers. **E/S**

One of the early forms of business in the 1800's was journalism. Have the class look up famous black journalists such as Frederick Douglass (*North Star)* or John Russwurm and Samuel Cornish (*Freedom's Journal*). Ask the class to compare black involvement in this area today, with those of the 1800's, by identifying black publishers and journalists such as: **S**

Gil Noble — producer and host, "Like It Is" (NY)
Pamela Johnson — publisher, *Ithaca Journal* (NY)
Earl Graves — publisher, *Black Enterprise* (NY)
Julia and Nathan Hare — publishers, *Black Male/Female Relationships* (CA)
Les Payne — editor, *Newsday* (NY)
Carl Rowan — journalist (syndicated columnist)
John Johnson - publisher, *Ebony*, *Ebony Jr.*, *Jet* (IL)

Plan three TV shows: "This is Your Life." Planning this activity may include student research, writing and role playing. **S**

1. George Johnson — Ultra Sheen Hair Care Products, Chicago, Illinois
2. Madame C. J. Walker — one of the first black millionaires who developed the "Hot Comb" and other hair care products
3. Earl Graves — publisher of *Black Enterprise*

Read and discuss information on the "Negro Business Boom" (1913-1929) and the era of "black capitalism" (1955 — present). Allow the students to compare the similarities and differences between these two periods. **S**

Create student scrapbooks that trace the historical development of African Americans in different facets of business such as insurance, hair care, restaurants, banking, music and retail sales. Display the scrapbooks as a schoolwide exhibit. Coordinate this activity with the school art program. **E**

Arrange for visits to black businesses in the local area. Have the students prepare questions on the planning, development and management of each business. Write thank you letters indicating some of the things that the students learned as a result of their visits. **E/S**

Play a matching game with students, matching the product and/or service with the black business and the people who made it famous. **E/S**

Show pictures of local and national African Americans who are in business. Have students identify them by name and accomplishments. As an additional exercise, ask children to identify these persons out of a group of three or four individuals. **E**

Spaulding Family	Durham, North Carolina	Insurance
Willi Smith	New York, New York	Designer
Maggie Lena Walker	Richmond, Virginia	Banking
George Johnson	Chicago, Illinois	Hair Care Products
Paschal Family	Atlanta, Georgia	Motel, Night Club, Restaurant

Religion

OVERVIEW

Since the time of ancient civilizations, Africans intricately wove spiritual and religious themes throughout all aspects of their lives and considered much of nature to be spiritually endowed.

However, it was "AKHENATON, THE HERETIC KING" (c. 1350 B.C.), considered by many to be the greatest Pharaoh of his time, who advocated the doctrine of ONE GOD and the unity that runs through all living things. AKHENATON selected the sun, source of all life, as the symbol that manifests the creator of the universe and bestower of all good.

Just as religion was central to the world view of the African in his native land, Africans who were brought to the shores of the New World found religion to be comforting in adjusting to the trying historical periods soon to follow. Out of the slave period developed the "invisible church," which involved a slave acting as a preacher who had the "calling," with some knowledge of the Bible and an ability to sing. Thus began the origins of the first African American social institution which offered opportunities for socializing and spiritual uplifting.

The adaptation of Christianity to the particular needs and circumstances of blacks during this period is evident in some of the lyrics of favorite gospel songs such as "Steal Away" and "Joshua Fought the Battle of Jericho." The underlying themes of rebellion and escape were illustrated through ritual and song. Many spirituals were code songs that indicated the time and place for planned escapes to freedom.

With the occurrence in South Carolina of Denmark Vesey's plot in 1822 and the Nat Turner Rebellion of 1831 in Virginia, it was believed that too many of the conspiracies had been planned in religious gatherings. Subsequently, black churches and black preachers were declared illegal by the laws (Black Codes) of many states between 1830 and 1835. When abolitionists began their crusade against slavery, the plantation owners became more cautious with regard to black religious activities and attempted to control them more effectively.

From the beginning, in order to keep a closer watch on slave activity, especially in the north, blacks were invited to join some white churches. Subsequently, the church was used as an agency for maintaining the institution of slavery, preaching subservience and obedience. Early segregation practices in these churches eventually fostered the exodus of black church members.

Thereafter, several national church organizations evolved, including the African Methodist Episcopal Church (A.M.E.) in 1816 and the African Methodist Episcopal Zion Church (A.M.E.Z.) in 1821. When the 19th Century drew to a close, membership in the National Baptist Convention totaled 2,201,549, while 474,880 blacks retained membership in predominantly white denominations.

Religious leaders were also instrumental in establishing other institutions in the black community, particularly educational institutions. In fact, by 1900 African American Baptists were supporting some 980 schools, 18 of which were academies and colleges.

In summary, not enough can be said regarding the role of religion in the struggle for truth and freedom of African Americans in all stages of political, social and economic development. It has been documented that Sojourner Truth, Harriet Tubman, Fannie Lou Hamer, Dr. Martin Luther King, Jr. and Malcolm X had at the very core of their philosophies a deep religious belief that acted as the driving force in their efforts to create a more just society.

OBJECTIVE

To illustrate the deep spiritual nature of African Americans and their ancestors, and to highlight the role of organized religion in shaping the historical, spiritual and educational experience of blacks.

FACTS YOU SHOULD KNOW

The oldest and most noted statue in the world, the Sphinx, was constructed in Egypt during the time of ancient civilizations. It bears the face of a black and was worshipped as Horus, or Marmachis, the Sun-God of Light and Life.

The African (Masonic) Lodge No. 459 in Boston was organized in 1787 by Prince Hall, Methodist minister and Revolutionary War veteran. Five years later the Grand Lodge, the first black interstate organization, was launched with Hall as the Grand Master. Its charter was granted by the British.

Rebecca Cox Johnson was born in 1795 outside of Philadelphia, Pennsylvania. She became a traveling preacher and missionary. She was opposed by the African Methodist Episcopal (A.M.E.) clergy and became a Shaker, a religion practiced in New England.

In 1796, the first congregation of the A.M.E. Zion Church was organized in New York City. Around 1809, black Baptist churches were organized in Boston, Philadephia and New York. By 1812 there were black churches of every conceivable description, including a black Dutch Reformed Church in New York City.

Hiram Rhoades Revels, the first black United States Senator and former president of Alcorn College, was also an ordained African Methodist minister who was jailed for preaching in 1854 as a result of laws declaring black churches and preachers illegal.

Daniel Alexander Payne (1811-1893), A.M.E. bishop and educator, was responsible for the purchase of Wilberforce University, an institution for black youth that had been established by the African Methodist Episcopal Church in 1856. He paid ten thousand dollars for the property and served for sixteen years as the first black president of the university. Earlier he served as pastor of a Presbyterian Church in East Troy, New York.

At an 1843 Free Colored People's Convention in Buffalo, Henry Highland Garnet, pastor, political activist and publisher, issued a famous call to rebellion which attracted national attention but failed by one vote of being adopted by the convention.

Richard Henry Boyd (1843-1922), an ordained Baptist minister during the Reconstruction Period, was instrumental in founding such educational institutions as Bishop College in Marshall, Texas, and Hearne Academy and the National Baptist Theological and Missionary Training Seminary, both located in Nashville, Tennessee. He organized and served as president of the Citizens Saving Bank and Trust Company. He was also founder and president of the Nashville Globe Publishing Company and the National Baptist Church Supply Company.

Augustine Healy, brother of Father Patrick Healy, was named the first black Catholic bishop in the United States in 1875. He presided over the Diocese of Maine and New Hampshire for twenty-five years.

Father Patrick Healy, a member of the Society of Jesuits, accepted the chair of philosophy at Georgetown University in 1866, and served as president of the university from 1873-1882. The Healy Building presently stands in his honor.

Father Divine and Daddy Grace were influential leaders within the African American religious community. They represented the "Holiness Church" seeking to restore a purer form of Christianity through the sanctification (or purification) of its members. Father Divine's famous residences in many parts of the country provided housing and food for people during the Depression of the 1930's.

Adam Clayton Powell, Sr. (1865-1953) was a builder of America's largest black congregation. The Abyssinian Baptist Church of New York City began with a membership of only 1,600 and an indebtedness of $146,354. By 1921, its church membership had increased to 14,000 with assests of $400,000. His son, also a minister, became a famous civil rights activist and a Congressman.

"Letter From a Birmingham Jail" was Dr. Martin Luther King, Jr.'s response to criticism by other clergy. The letter explained why he and other religious leaders should be involved in the cause of social change.

Dr. Pauli Murray is the first African American female Episcopalian ordained priest in the world. She is a notable writer, educator and lawyer who authored the legal brief that provided for the inclusion of women in Title VII of the Civil Rights Act of 1964 forbidding discrimination in employment. Her book of poetry, *Dark Treatment*, and her family history, *Proud Shoes*, received critical acclaim.

The Honorable Elijah Muhammad was founder and spiritual leader of the Nation of Islam for 41 years. He developed and implemented a social and economic self-help program attracting many urban blacks such as Minister Malcolm X, Minister Louis Farrahkan, Muhammad Ali and Sonia Sanchez. Many of the significant leaders of African American social history were members of the clergy, including Dr. Mordecai Johnson, Congressman Adam Clayton Powell, Jr., Dr. Martin Luther King, Jr., Minister Malcolm X, Reverend Jesse Jackson, Reverend Leon Sullivan, Dr. Pauli Murray and Henry Highland Garnet.

In most black denominations, women preachers were not ordained. Many who were interested in preaching became what are known as "evangelists." Although evangelists could preach, they were not allowed to be-

come church pastors. One of the most famous evangelists was gospel singer, Shirley Caesar.

Black churches in America represent billions of dollars in business enterprises and property ownership. An example is the completed 5.5 million dollar Family Life Center of the Shiloh Baptist Church in Washington, D.C.

INSTRUCTIONAL ACTIVITIES

Conduct the game, Guess Who? Students may provide verbal clues or role play some of the aspects of the lives of famous religious leaders such as Dr. Pauli Murray, Prince Hall, Richard Allen, Daddy Grace, the Honorable Elijah Muhammad and Evangelist Shirley Caesar. **E/S**

Prepare an assembly program with role playing of Minister Malcolm X, Dr. Martin Luther King, Jr., Reverend Jesse Jackson and Reverend Leon Sullivan, using speeches, record albums and biographical literature on their lives and philosophies. The school choir may participate by singing well known spirituals or gospel songs. **E/S**

Ask each student to interview a local pastor to inquire about the history of his/her church and its role in the community. Share the information with the class through oral reports. **E/S**

Construct a chronological chart of religious leaders who were influential in establishing organizations, schools and churches. Solicit the participation of the entire class in a library search and in drawing the chart. Exhibit the chart in the school showcase. **E/S**

Reproduce [illegible] and show pictures of religious art and art [illegible] of ancient African civilizations, accompanied by an informational summary of where each originated and its significance. Display for schoolwide viewing. **E/S**

Research the issue of women as clergy. Choose a balanced male/female student panel. Discuss the issues, recording the pros and cons in small groups. Publish results in the school newspaper. **S**

Listen to the lyrics and music of several Negro spirituals. Allow the students to imagine the thoughts and feelings of those who sang them. Write poetry and/or essays capturing that emotion. Prepare a classroom bulletin board of students' papers. **E/S**

Divide the class into groups to investigate the status of religion in the lives of African Americans during the following time periods: a) ancient civilizations of Egypt and West Africa; b) slavery period, "invisible church" (1619-1865); c) independent black church movement (1700's and 1900's); and civil rights era (1950-present). Require students to provide specific examples and some historical perspective as part of the assignment. They may share this information as a class presentation. **S**

Compare and contrast the lives of Minister Malcolm X and Dr. Martin Luther King, Jr. by reading their autobiographies. Listen to recorded speeches and read the historical records. Have students write essays on the similarities and differences in the growth and development of these two important people. Involve other students in preparing TV interviews and role playing these religious leaders. **S**

Ask the music teacher to select three or four well known spirituals. Teach students the lyrics and discuss the message that each conveys. Have students prepare a narrative, learn songs and perform for other students and parents. **E/S**

Assign students various roles for a class skit on how the "invisible church" was conducted. Allow actors to imagine and write their own parts, including the slave preacher and slave congregation. Discuss the purpose and meaning of such gatherings during that time. **S**

Malcolm X

Politics

OVERVIEW

The role of African Americans in the political arena can be described not only through a review of electoral politics, but also by reviewing protest politics of blacks throughout various historical periods. Beginning with the ancient African civilizations of West Africa and Egypt, legendary figures such as Nefertiti, Cleopatra and King Tut wisely led their nations for great lengths of time. Sophisticated methods of governing large numbers of people were evidenced by systems for tax collection, division of labor and appointments to positions of leadership.

Once the African American reached the New World, the first struggle became one of recognition of blacks as human beings with certain natural rights. As more blacks became free, many colonial governments passed restrictive laws. In 1705 Virginia passed a statute preventing freed blacks from holding office and in 1723 another statute was passed prohibiting free blacks from voting. Subsequently, in 1859, the Dred Scott Decision ruled that blacks had no rights that whites were bound to respect, depriving African Americans of citizenship under the United States Constitution. In fact, only three-fifths of the slaves were to be counted in determining both state representation and tax liability.

As the Civil War came to a close, emancipation freed the slaves ushering in the Era of Reconstruction. It was at this point that blacks fought and won many democratic rights. The first Civil Rights Act of 1866 conferred citizenship on blacks giving them equal rights, independent of color, and providing for penalties and punishment for violations, including use of federal courts and U.S. marshals to enforce the law. The Civil Rights Act of 1866 was passed over President Andrew Jackson's veto. During that same year, Thaddeus Stevens, representative of the State of Pennsylvania and Charles Sumner, a senator from Massachusetts, spearheaded the first Voting Rights Act, guaranteeing freed slaves the right to vote. Cooperation and collaboration between African blacks and white farmers initiated the Populist Movement, formulated because of disenchantment with low prices for farm products and high prices for transportation and manufactured goods.

Black Codes were instituted to repress black involvement in the political process and to assure that blacks would be relegated back to slave status. In order to control and further exclude blacks from voting, poll taxes, literacy tests and all-white primaries were enacted. Grandfather clauses were also enacted providing literacy test and poll tax exemptions for those whose grandfathers had voted in an election prior to the Civil War. The political struggle during this period was restoration of fundamental civil rights, as evidenced by the Supreme Court ruling in favor of "separate but equal" in *Plessy vs. Ferguson*.

During the 1940's migration and urbanization provided the foundation for political development in the form of protest politics. Confrontations, pickets, marches and riots encouraged governmental action. A series of legal briefs filed by the National Association for the Advancement of Colored People (NAACP) Legal Defense Fund (LDF) led to the 1954 Supreme Court decision outlawing the "separate but equal" ruling of 1896. The Kerner Commission, one of two investigative bodies mandated to study the causes and reasons for the disturbances, documented 164 disorders in the 1960's, classifying 33 of them as serious. "Black power" and "black liberation" became the code words for the anger and disillusionment felt by African Americans. The effect of these laws resulted in many African Americans being appointed and elected to federal, state and local political offices: Hiram Rhoades Revels, United States Senator (1870); Pinckney Pinchback, Governor of Louisiana (1873); and K. Bruce Blanch, United States Senator, Mississippi (1874).

The Voting Rights Act of 1965 guaranteeing federal registrars under federal court supervision and the 1964 Civil Rights Act providing for the development of a variety of reformist programs were established in response to this turbulent period. An increase in the level of black politics directly corresponded to the degree and extent of protests by African Americans in various parts of the country. During this time, Edward R. Brooke became the first black United States Senstor from Massachusetts since Reconstruction; Robert Weaver became the first black Cabinet Member, Secretary of Housing and Urban Development, under President Lyndon B. Johnson; Andrew Brimmer served as the first black member of the Federal Reserve Board; and Thurgood Marshall was appointed the first black Associate Justice of the Supreme Court.

Most recently, voter registration rolls increased dramatically as a result of the candidacy of Jesse Jackson

for President of the United States. This is just another example of the continued faith African Americans maintain in the democratic process.

OBJECTIVE

To show the historical involvement of African Americans in the political arena, and the impact of black leadership throughout various periods in history.

FACTS YOU SHOULD KNOW

Nefertiti, an African queen, ruled with her husband for 25 years during the 16th Dynasty. She shared equal responsibility for the decision-making and oversaw many of Egypt's greatest shrines.

During the Reconstruction Period, 22 black men served in the Congress from 1870-1901, and many held municipal and state offices. Most appointed and elected officials were males.

During the 1870's, the unity of blacks with white farmers (Populist Movement) led to the election of many local, state and federal officials, and was instrumental in winning the presidency for the Democratic Party in 1896.

Mary McLeod Bethune was appointed Director of the Division of Negro Affairs of the National Youth Administration by President Franklin D. Roosevelt in 1936. She was the most influential black woman in the United States for more than three decades, and had a positive relationship with Mrs. Eleanor Roosevelt.

Crystal Bird Fauset's election to the Pennsylvania State Assembly in 1938 marked the election of the first black woman to a major public office in the United States.

Black Codes were used as recently as the early 1960's to prevent blacks from voting in some southern states. These codes were laws that promoted dual standards for whites and blacks.

In 1968, Shirley Chisholm of Brooklyn, New York, was the first black woman elected to Congress.

During the 1976 Presidential election, 81 percent of the black votes went to the Democratic Party. This voting block gave the Democratic Party its margin of victory in 13 states.

On May 23, 1977, K. Leroy Irvis became the first black to be speaker of a State House of Representatives. Representing a Pittsburgh, Pennsylvania district, he has served that body for more than 22 years and has sponsored more than 1,300 pieces of legislation.

In 1981, more than 880 African American women held elective offices.

On August 24, 1950, Edith Sampson was appointed as the first African American alternate delegate to the United Nations.

In 1973, Cardis Collins became the first African American Congresswoman from Illinois. She served as a Democratic Party "Whip."

Constance B. Motley of New York became the first black woman to be appointed as a Federal Judge in 1966.

In November 1981, Thirman L. Milner became Mayor of Hartford, Connecticut, the first black mayor to be elected in New England. His election occurred as a result of winning two primaries and over 50 percent black voter turnout.

In 1964 and 1965, black people in Mississippi created the Mississippi Freedom Democratic Party (MFDP) because they were not permitted to vote in regular party elections. They used the "Freedom Vote" to show that blacks would vote if not intimidated.

INSTRUCTIONAL ACTIVITIES

Research the lives of Charles Sumner and Thaddeus Stevens, white Congressmen who fought for the political rights of African Americans. Describe in a written or oral report how their efforts have contributed to the rights blacks have today. S

Tell the story of how the three great African Kingdoms were ruled (Ghana, Mali and Songhay). Include their rulers and socio-economic lifestyle. Have the children draw pictures of any one of the three kingdoms as they imagine it. E

Frederick Douglass once said, "The Republican Party is the ship, all else is the sea." Organize a debate using Frederick Douglass' statement. Explore the reasons why blacks later left the Republican Party. S

Invite an historian or older African American to come in and discuss the mood of the black population upon Franklin D. Roosevelt's death, Eleanor Roosevelt's departure from the White House, and the influence of the "black cabinet" (i.e., Mary McLeod Bethune). **E/S**

Ask students to identify local politicians with the aid of school personnel. Assign them to report who these politicians are, their racial/ethnic backgrounds and party affiliations. Generate a discussion around the reasons why there may or may not be a proportionate number of African American representatives. **E/S**

Teach the words: vote, register, political party, candidate, office volunteer, campaign and election. Draw posters to illustrate the concepts that have been developed. **E/S**

Develop a glossary of political terms such as redistricting, gerrymandering and proportional representation. Ask students to research and write essays on redistricting in New York City during 1982 and 1983. **S**

Divide the class into three groups. Each group will focus on one of the four periods below, describing the thrust of black political activity. Have the students write and report on cases or issues that pertain to each and explain how they relate to the political environment during those periods. **S**

- Pre-Reconstruction (i.e., Dred Scott Decision and the Fugitive Slave Laws)
- Reconstruction (i.e., 1865 Civil Rights Act Amendment)
- Post-Reconstruction (i.e., Compromise of 1877)
- Civil Rights (i.e., 1964 Civil Rights Act)

Organize a student panel discussion around two of the Black Codes, the grandfather clause, and the all-white primary. Discuss the pros and cons of each. **S**

Research the election of Mayor Thirman L. Milner of Hartford, Connecticut. Discuss the significance of his election as it relates to other black politicians, election procedures, and the importance of demographics, geographic location, and other relevant factors. **S**

Read stories about various well known African American politicians and let the students answer the question, "Who Am I?." Include Barbara Jordan, Adam Clayton Powell, Jr., Shirley Chisholm, Hiram Revels, Robert Smalls and Uneeda Blackwell. **E/S**

Research Adam Clayton Powell, Jr.'s career in the United States Congress. Identify the committee(s) he chaired and compile a list of his accomplishments. **S**

Develop a legislative biography of New York State Assemblyman Arthur O. Eve. Focus on his accomplishments in the area of minority concerns. What are his responsibilities as a legislator and as an elected official in his home town? **S**

Music

OVERVIEW

Black music had its beginning in Africa prior to the time Africans were transported to the Western Hemisphere. Music accompanied work, play and religious activities. It was a means of communication and education—morals were often taught through song. The drums were a symbol of the rhythmic heritage of Africa, as well as a means of expression.

The African was advanced enough to invent musical instruments. Stripped of his/her birthright when brought to America, necessity forced the African American to make crude instruments from materials found in the environment—trees, reeds, sticks and bones. Adding to clapping and patting, another form was improvised through use of the drum to bring the beat and words together simultaneously. These rhythmic patterns were developed to match the verbal expression.

Today, it is generally agreed that spirituals were borne out of the African American's sufferings in slavery and can be called America's genuine folk music. Spirituals and Negro folk songs formed the basis of much of the world's popular music for almost a century. These songs, together with the later musical trends in the fifties and sixties, have been one of America's greatest and most welcome exports. Wherever you find people of African descent, you will hear music which has characteristics that are common to the music of black people throughout the world, whether it is performed in Guyana, Trinidad, Jamaica or New York City.

When emancipation came, the African Americans yearned for education and cultural development in their new environment. They were no longer willing to merely pick a banjo or play a piano; instead the African American strived for perfection in the more complex forms of music. Within two decades after the Civil War, African Americans were enrolled in conservatories, studying the great masters and displaying a talent for composing and arranging symphonies and concerts. At the same time, these talented artists were composing songs producing tremendous hits in the popular idiom.

Many of America's best known black spiritual and popular singers began their careers in the church. Mahalia Jackson is an outstanding example. In 1934, she recorded her first song, "God Gonna Separate the Wheat from the Tares," but did not achieve fame until the release of "Move On Up A Little Higher" in 1955 which sold over a million copies. In the years that followed, her fame and popularity in Europe exceeded her reception in the United States. Prior to her success in Europe, Mahalia Jackson's gospel recordings had not sold in large numbers in the states. Her rich contralto voice with its great range and control finally made the difference in later years.

The history of popular music in this country can be partially charted by the appearance of Bessie Smith, Billy Holiday and Ella Fitzgerald. As recent as a decade ago, black performers were forced to work under deplorable conditions. Today, singers such as Aretha Franklin, Lena Horne, Dianna Ross, Dionne Warwick, Michael Jackson and Lionel Richie are able to pick and choose their engagements, often performing in huge auditoriums, on university campuses and in the best night clubs. At one time, the black performer was merely a guest on television; blacks are now participating in the overall development and production of entertainment media.

Unfortunately, African American performers and composers have never reaped full benefit from their music. Even today they are challenged in their right to be called the creator of their own works. A partial explanation lies in the fact that African American contributions to most American music forms have not been documented.

OBJECTIVE

To trace and demonstrate the continuity of African heritage and black American music, analyzing its role in African American and Western culture.

FACTS YOU SHOULD KNOW

Some of the principle instruments developed in Africa were the drum, flute, guitar, harp, xylophone, zither, gong and banjo.

The drum was the most important instrument of communication in Africa and was taken away to hinder attempts by slaves to organize and rebel.

Equiano, an Ibo, captured as a child and brought to the United States, was one of the first Africans to write

in English. He wrote in his autobiography during the 18th Century: "We are almost a nation of dancers, musicians and poets. Thus every great event...is celebrated in public dances which are accompanied with songs and music suited to those occasions."

The Pinksters Day Celebration was the most prominent and traditional celebration of northern slaves, with African dance, singing and storytelling. It is one of the festivals that helped keep African culture alive in America.

Famous carnivals—large celebrations, originally spiritual/religious African celebrations or festivals—like the Pinksters Day Celebration held in the United States, were held in the Caribbean and in Brazil. The Mardi Gras is an example of a festival which is held annually in New Orleans.

"Ernestine," a comedy in three acts and "LaChasse and the Anogymons Lover" were written and produced by Le Chevalier de Saint-Georges, a black man who also published two other musicals: "La Tille-Garcon" and "Le Marchand deMarroni."

Elizabeth Cotton (Liba Cotton), born in Chapel Hill, North Carolina, developed a unique way of playing a guitar left-handed and with the guitar held upside down. Originator and writer of the popular song "Freight Train," she received a National Endowment of the Humanities Award in 1984 as an outstanding black musician. In her mid-eighties, she is still composing and playing.

Leontyne Price became the first African American member of the Metropolitan Opera when she made her debut on January 27, 1961.

Since people from the Caribbean have come to the United States periodically in great numbers from the earliest days of slavery, the music of the Caribbean has been a continuing influence on African American music. Simultaneously, African American musicians have influenced Caribbean music. SOCA, a contemporary Caribbean music, is a combining of African American soul music with calypso.

"Cloudy," an operetta, and "On Emancipation Day" and "That's How the Cakewalk's Done" were written by a black composer named Will Marion Cook. Some of his most popular compositions were "Swing Along," "Rain Song," "Exhortation" and "Wid de Moon, Moon, Moon." He also completed a St. Louis musical drama in 1935.

During the 1920's, many Harlem artists had "rent parties" where friends came to listen to poems, music or a new short story. The money given on the way out helped pay for the party and rent, while blacks were able to hear and enjoy the work of black artists.

Lionel Hampton, famous band leader and jazz musician, introduced the vibraphone during the late 1940's and 50's, the era of "big band" music.

Otis Blackwell, a black man from Brooklyn, wrote the words and music to "Return to Sender," "Don't Be Cruel" and "All Shook Up," hits recorded by the late Elvis Presley.

In her sixties, Ella Fitzgerald is still one of the greatest jazz singers, and is best known for her "scatting."

Singer and actress Diahann Carroll appeared on Broadway in 1962. She was the first African American to star in a prime time television program for an extended period. Currently, she has a major role as Dominique Devereaux in the TV show "Dynasty."

Born in 1964 in Washington, D.C., Flora Batson (Berger) was internationally known for her soprano-to-baritone range. She was called the "double-voiced queen of song."

INSTRUCTIONAL ACTIVITIES

Show slides, pictures and films to illustrate and motivate discussion about early African instruments such as the gourd, rattles, iron bells and bata drums. After the students listen to the various sounds of each instrument, discuss the relationship of these early instruments to the maracas, Euro-American triangle and bongos. As a followup, identify contemporary musicians who use gourds, gongs, iron bells, bata drums and other African instruments. E/S

Encourage students to make drums, rattles, tambourines and other African instruments using simple materials such as bottle caps, hangers and tin cans. Discuss how Africans first made instruments from materials found in their own environment. E

Teach children the Black National Anthem, "Lift Every Voice and Sing," explaining that two black men James Weldon Johnson and his brother, J. Rosamond Johnson, wrote the song for schoolchildren in Florida. Discuss its meaning to African Americans. E/S

Create picture cards of famous black musicians. Cut the picture cards into pieces to make puzzles for children to assemble at a later time. **E**

Write to the Smithsonian Institute, Division on Black Culture. Request booklets and other information about the Reverend Charles Tindley of Philadelphia, who wrote hundreds of gospel songs and is considered the "Father of Gospel." **E/S**

Display pictures of instruments and invite local musicians to demonstrate and discuss how they are played. Have students prepare questions in advance. Identify at least three black musicians associated with each instrument. **E**

Have the children learn and sing work songs ("John Henry"), gospel songs ("Precious Lord") and spirituals ("Swing Low Sweet Chariot"). Discuss the meaning and purpose of these songs during the period in which they were sung. **E**

Have the students research, disseminate and critically discuss the biographies of famous musicians such as James Bland, Dean Dixon, Billie Holiday, James Brown, Hugh Masakela, Duke Ellington, Paul Robeson, Lena Horne, Mahalia Jackson and the era in which their music became famous. **S**

Arrange listening periods throughout the week so that children may identify various types of music (i.e., reggae, jazz, gospel, rhythm and blues). Ask the students to clap to the rhythms and beats and identify the various instruments. Encourage students to bring in their own records or secure records from their school library. Ask students to identify musicians by name and type of music. **E/S**

Prepare for a school assembly in which the students participate in the creative and performing arts to demonstrate some of the following types of music: **E/S**

Rhythm and Blues
Reggae
Dixieland
"Rapper Music"
Blues
Gospel
Jazz
Calypso
Steel Band Music
SOCA
Spirituals
Ragtime

Identify students who (a) sing in the school choir, (b) belong to a gospel group, (c) play an instrument, or (d) are DJ's (disc jockeys). Ask them to produce a musical show: create a theme, decide on selections that are appropriate, select a master of ceremonies and a stage manager to stage and plan rehearsals. Develop charts to be used with each task. Have children keep a journal to record daily activities. **E/S**

Have a quiz show on black musicians. Use a variety of records and ask students to identify artist and tune. Display albums by black musicians in the classroom and hall. **E/S**

Invite a local black disc jockey to talk to children about his or her work, including the art of "talk" and other aspects of the disc jockey's job. **S**

List, describe and locate people who work with musicians: lawyer, agent, engineer, producer, musician, composer, lyric writer, singer, arranger, store owner, club owner and music teacher. Invite some blacks in these occupations to visit the classroom and explain how they work with musicians. Develop a presentation about the kind of training needed to enter each of the above occupations. Assign students individually, in pairs or in groups to research these occupations and make classroom presentations. **E/S**

Math/Science

OVERVIEW

Few Americans are aware that black mathematicians, physicians, inventors and scientists have made valuable contributions to the development of the United States. Surprisingly, many of the major inventions during the Industrial Revolution were the work of both free black men and slaves, contributing to the unprecedented growth of the nation's economy.

African Americans have long been builders, not only workers on plantations and railroads, but builders of new machines, new methods and new substances. In the fields of science and math, famous blacks are not as readily identified as in other areas of accomplishment. Elijah McCoy, Granville T. Woods, Dr. George Washington Carver, Dr. Charles Drew, Garrett A. Morgan, Jan Matzeliger, Dr. Daniel Hale Williams, Dr. Marjorie Lee Brown, Benjamin Banneker and Dr. Daniel Blackwell are recognized as blacks having made significant contributions in these areas.

A refining process invented by Norbert Rillieux revolutionized the world's sugar industry, reducing the time, cost and safety risk involved in producing good sugar from cane and beets. This device was patented in 1846 and was in great demand on plantations in Louisiana, Mexico and the West Indies.

In many cases, the patents of blacks were recorded. Henry Blair was the first black to be issued a patent in 1834 for his seed planter. Some blacks, however, were simply refused a patent as in the case of Augustus Jackson of Philadelphia who invented "Ice Cream" in 1852. Percy Julian, a black chemist, created a number of derivative drugs for which patents were granted. These drugs are used today by people who suffer from arthritis.

New York City and other urban areas are illuminated nightly as a result of the pioneering work of Lewis Howard Latimer, who designed the incandescent light. The significance of his invention can be compared to television, radio and the microwave oven.

Participation in the field of astronautics was virtually nonexistent for blacks until the 1970's. In 1978, Lt. Col. Guion S. Bluford was accepted as an astronaut candidate. Bluford's historic flight aboard the 1983 space shuttle Challenger made him the first black astronaut to fly in space. As a mission specialist, he assisted in the shuttle's takeoff and landing.

These and numerous others serve to exemplify the creativity and diligence of the African American in the areas of math and science.

OBJECTIVE

To emphasize the many contributions made by African Americans in the areas of math, science, medicine and invention, showing the significant correlation between American prosperity and black achievement in these areas.

FACTS YOU SHOULD KNOW

Cheops, a black, built the Great Pyramid, one of the seven wonders of the Ancient World. Completed in 3730 BC, it is 451 feet high, has 25 million blocks of granite and took 100,000 men thirty years to build.

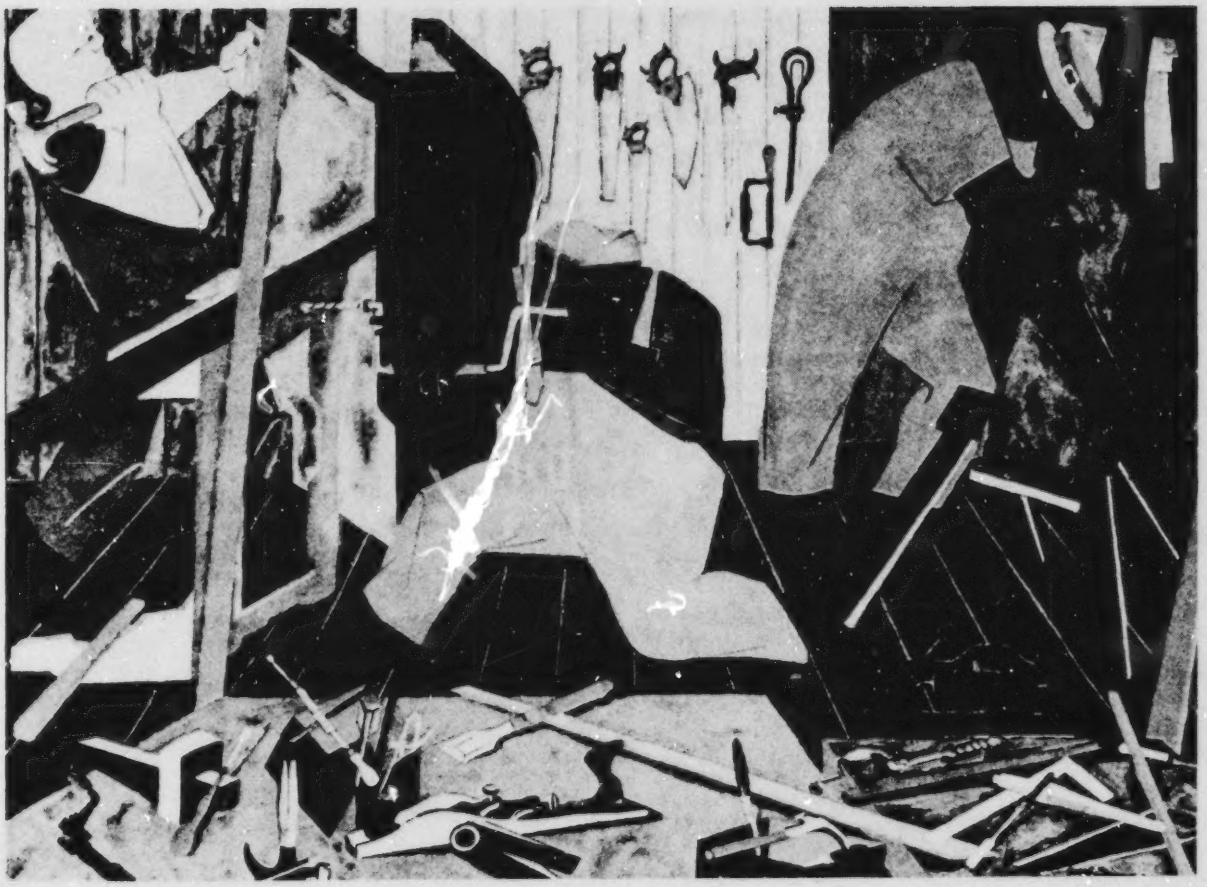
In the 17th Century there were a select few Dahomian/Benin women who lived on the grounds of the Chief of Benin. These women were responsible for maintaining all of the kingdom's accounting and business transactions, without the benefit of written records.

The real father of medicine, Imhotep, an Egyptian, lived about 2,300 years before Hippocrates, the "so-called" father of medicine. Greeks and Romans obtained their knowledge of medicine from this ancient civilization.

Once when Charles II, King of France, fell dangerously ill, Aben Ali, an African black, was called upon to treat him. Thereafter, Aben Ali was named his private physician and made a member of his royal suite.

A number of slaves were given their freedom as a result of their ability to cure various diseases. At the end of the 1700's James Derham, a liberated slave, was known as one of the most distinguished physicians in New Orleans.

Benjamin Banneker invented and constructed what was apparently the first clock in America in 1761, even though he had never seen a clock before. Banneker was also one of the surveyors who developed a blueprint of the street plan for Washington, D.C. and the only surveyor who saw the project through to its fruition.



Some reasons black scientists and inventors did not receive credit for their inventions include: slaves were chattel, not people, and could not secure patents; slaves were controlled by their masters who used their ideas and patented them in their own names; some freed black men who "registered" patents later found that their patents were not recorded in their names, but in the name of their past slave master.

The lubricating cup, which made possible the automatic oiling of machinery, was invented by Elijah McCoy in 1872. The expression, "It's the real McCoy," came to be known and associated with the pioneering work of Elijah McCoy.

Jan Ernest Matzeliger, born a Dutch West Indian black, invented the first machine for sewing the soles of shoes to the uppers. This invention, eleven years in the making, revolutionized the shoe industry and gave the manufacturing of shoes in the United States a clear advantage.

Dr. Daniel Hale Williams, one of the founders of Provident Hospital in Chicago, achieved international fame on July 10, 1893 by performing the first successful open heart surgery.

T.W. Steward helped to get millions of people up off their knees when he invented the mop in 1893.

Lewis Latimer was the person who executed the drawings for the first telephone and assisted in preparing the applications for the telephone patents of Alexander Graham Bell. He also assisted in installing and placing in operation some of the first "maxim incandescent" electric light plants in New York, Philadelphia, London and some Canadian cities.

R.C. Bell, an authority on math games, says that Oware (O-WAH-REE), a game played throughout Africa, is completely mathematical, based upon math logic and reasoning. Many Africans play complicated versions of this game in eastern and southern Africa, learning Oware by six or seven years of age.

Dr. David Blackwell, author of statistic books, was born in 1919. He received three degrees in mathematics from the University of Illinois. After receiving his doctorate, he went to Princeton University's Institute for Advanced Study, a place of research and study started by Albert Einstein. He was the first African American in any field to be elected to the National Academy of Sciences.

Dr. Fern Hunt, a mathematician, received a Ph.D. in Mathematics in 1978. She does research to find the correct doses of chemotherapy drugs for patients with cancer. She currently works at the Laboratory of Theoretical Biology at the National Institute of Health.

Firemen in the early 1900's wore the safety helmet and gas mask invented by Garrett A. Morgan. He was awarded a gold medal at the Second International Exposition of Safety and Sanitation in New York City for his invention.

In 1935, Frederick McKinley Jones designed the first mechanical refrigeration units for railroad cars and trucks, thus enabling perishable goods to be shipped long distances.

Born in 1923, J. Ernest Wilkins, one of the world's leading mathematicians, earned his Ph.D. at the age of nineteen from the University of Chicago. He was one of six black scientists to assist in the development of the first atomic bomb. Currently an engineer, he has written over seventy scholarly research papers.

Dr. George Washington Carver, the world's best known black agricultural chemist, was awarded the Roosevelt Medal in 1939 for distinguished service in the field of science. Dr. Carver was offered $50,000 by Thomas Edison to join his company in Orange Grove, New Jersey.

Dr. Charles Drew (1904-1950) developed techniques for separating and preserving blood, creating blood banks found in most hospitals. Ironically, Dr. Drew died from lack of a blood transfusion after being involved in an automobile accident.

David Crosthwait, an authority on heat transfer ventilation and air conditioning, developed the control and variable vacuum heating systems for major buildings, including Rockefeller Center in New York City.

Dr. Annie Easley is among the growing group of women making major contributions to energy research and management. Working at the National Aeronautics and Space Research Center in Cleveland, Ohio since 1955, she developed and implemented computer codes used in solar, wind and other energy projects.

Dr. George Carruthers, a physicist, was one of two naval research scientists responsible for the Apollo 16 Lunar Surface ultraviolet camera/spectograph used on the lunar surface in April 1972. He was awarded the National Aeronautics and Space Administration

(NASA) Exceptional Scientific Achievement Medal for his work.

Dr. Alexa Canady and Dr. Deborah Hyde Rowan are female pioneers in neurosurgery, a highly specialized field of medicine. In 1983, they were the only two black female surgeons in this demanding field.

Dr. William A. Hinton, recently retired professor, Harvard Medical School, is one of the world's leading authorities on venereal disease.

The first two African American women to receive Ph.D.'s in Mathematics did so in 1949. Marjorie Lee Browne, born in Nashville, Tennessee in 1919, learned math from her father, a postal clerk with two years of college. She went to Howard University and taught a creative math program at North Carolina University in Durham. Evelyn Boyd Granville was raised by her mother, a civil service worker, and an aunt who supported her niece's interest in math. Dr. Granville taught at Fisk University after attending Smith College and Yale University.

INSTRUCTIONAL ACTIVITIES

Ask children to bring science-related articles to read in class, especially articles about the contributions of blacks in the areas of math and science. Allow time for class discussion. Ask children to share their articles and find answers to who? what? when? where? and why? **E**

Help children prepare a class bulletin board with pictures of African Americans who have made outstanding contributions in the field of science, such as Dr. Geraldine Pittman Woods, Dr. Percy Julian and Dr. George Washington Carver. Have children research and write a short biography of each person. **E**

Help children locate information on the history of blood banks and the role of Dr. Charles Drew. Plan a class trip to visit one of the local hospitals to see how a blood bank operates. As a followup, make a chart that shows the blood type of each child in the class. **E**

Investigate the fifty-seven inventions of Elijah McCoy and make a collage of as many of the inventions as possible. Assign individual students to write about one of these inventions. Develop a vocabulary list of new and unfamiliar words. **E**

Plan a class trip to a local TV station to watch a live weather report, meet with the reporter and view the equipment used to analyze the weather. Follow up by developing a class weather report. Draw charts or graphs and write a description of instruments used to monitor and analyze the weather. **E/S**

Play a match game. Name a famous black inventor. Match the invention with the person's name; i.e., W. Johnson, *eggbeater*, E. P. Ray, *dustpan*, J. W. Smith, *lawn sprinkler*, O. Connery, *steam gauge*, J. L. Love, *pencil sharpener*, J. Robinson, *dinner pail*, A. E. Richardson, *churn*, J. A. Burr, *lawn mower*. **E**

Discuss the life and history of Dr. George Washington Carver. Have children cut pictures from old magazines showing some by-products of the peanut and sweet potato developed by Dr. Carver; i.e., milk, flour, margarine, wood stain, face cream, synthetic rubber, shoe polish and ink. **E**

Ask children to research the origin of the gas mask. As a followup, plan a visit to one of the neighborhood fire stations and have officials explain and demonstrate the importance of the gas mask. Use the activity to spark interest in group and individual science projects and supplement activities during Fire Prevention Week. **E/S**

Encourage children to write an original poem about one of their favorite black scientists. Students may create illustrations to accompany their poems. **E**

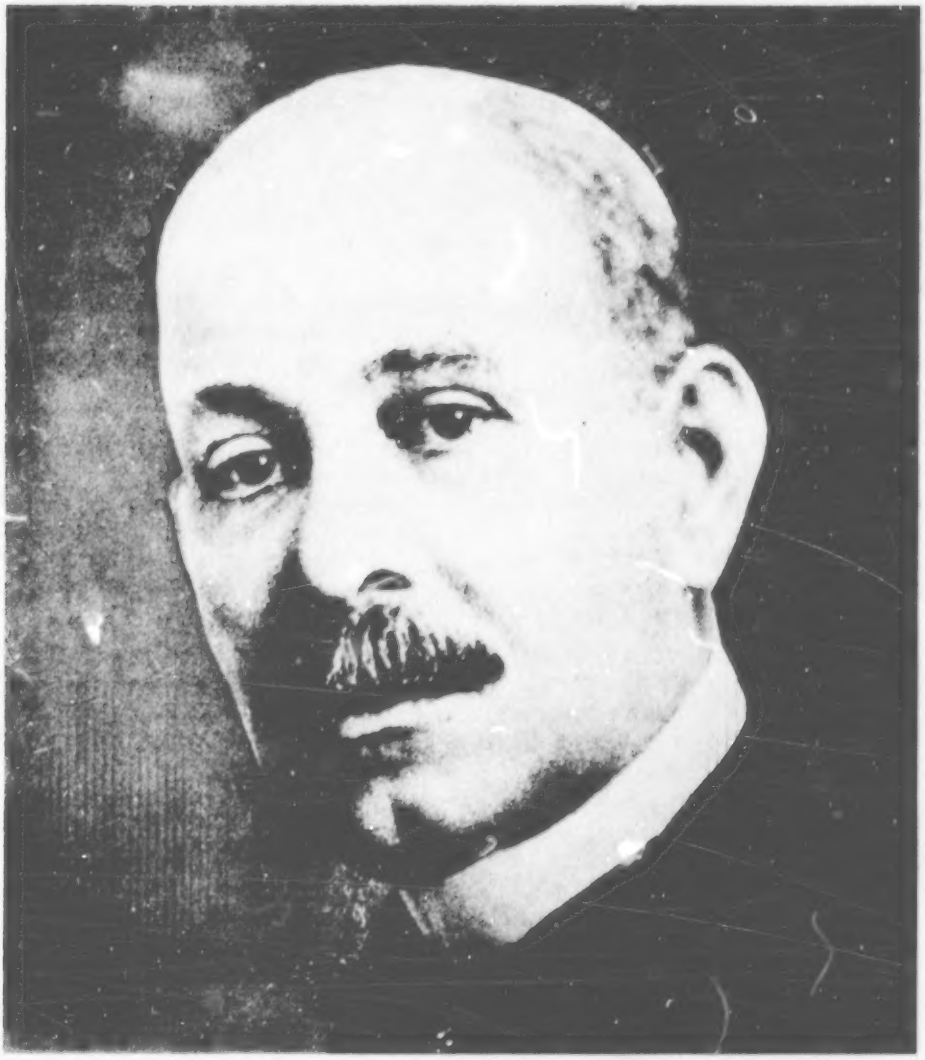
Assign students to research the lives of Dr. C. Tavaris and Aben Ali. Have them write an essay explaining the circumstances in which both men served as private physicians, for King Carlos I of Portugal and King Charles VII of France. **S**

Research black inventors and scientists during the 20th Century. Identify the invention, its patent number and use(s) today. **S**

Plan and develop a major exhibit of all the inventions you can find that have been developed by African Americans. This activity may be a part of the school science fair. **E/S**

Ask students to think up an invention, develop a plan and begin to work on it. Have an exhibit at the end of the year. Present awards for creativity, originality and manner of presentation. **E/S**

Set up a schoolwide exhibit on the contributions of black physicians in the United States. The display can include portraits, books, papers, records and interesting memorabilia of black scientists. **E/S**



Dr. Daniel Hale Williams

Teach the children to use the abacus. Research its origin and develop an appropriate vocabulary. L/S

Develop a filmstrip on African American scientists and their discoveries/inventions. Choose a student to narrate the film strip or tape the narration on a cassette. Use a camera to photograph refrigerator trucks, coupling devices, ironing boards, traffic lights, etc. Extend an invitation to parents and/or other classes to attend the showing. E/S

George Washington Carver

Education

OVERVIEW

In spite of past and present inequities, blacks have distinguished themselves at all levels of American education. For example, at one time it was against the law to educate black slaves in every one of the American colonies. Thus, the black American had to enter American life under conditions where education was virtually denied.

The magnitude of this situation is underscored by the fact that James B. Russwurm had his name etched into black history, finishing college in 1826 as the first black American to earn a college degree. The fact that he graduated from Bowdoin some 200 years after the black American had come to the colonies clearly indicates that blacks were not welcomed to participate in the American educational system.

From the slave era, a number of strategies have been used to promote and obtain equal educational opportunities for African Americans. These have included: petitions to state, county, local and federal governments, peaceful demonstrations, negotiations, school boycotts, court suits and lobbying for the passage of laws in Congress. Individual and collective actions, such as James Meredith enrolling at the University of Mississippi and the Little Rock, Arkansas movement to desegregate the schools, have resulted in civil rights acts, legislative decrees and Supreme Court decisions that encourage equality of opportunity in education.

Many black colleges were started by or affiliated with various denominations of the African Methodist Episcopal Church (A.M.E.), the African Methodist Episcopal Zion Church (A.M.E.Z.) and the black Baptist Church. Some were started by Presbyterians. Some received assistance from philanthropists such as the Slater Fund, the Phelps-Stokes Fund and the Peabody family. Others were assisted by the federal government. Graduates of black colleges and others concerned with educational equity know that these institutions serve as a critical force in the educational, cultural and social survival of African Americans. Hundreds of thousands of blacks have contributed money to build and maintain these schools.

When Booker T. Washington left Hampton Institute in Virginia and became president of Tuskegee Institute in Alabama, the conflict surrounding the role of the black college in American education came to the surface. While Mr. Washington asked for an industrial education for blacks, W.E.B. DuBois challenged Mr. Washington with his belief that the top ten percent of blacks should be exposed to a much more egalitarian type of education. Scholars and educators today are still discussing the merits of this debate.

The growth and development of the black colleges differs somewhat from that of the white colleges, the primary differences being (1) the significant influence of the black church, (2) the Morrill Act of 1862 passed to provide federal land grants to higher education, (3) and the Morrill Act of 1890 passed specifically to support black land-grant colleges. Except for a few, the black colleges were agricultural and mechanical schools, agricultural and industrial schools and technical and vocational schools. With limited resources, blacks had to persist to develop liberal arts education, while white liberal arts colleges and teacher training institutions developed earlier and with greater ease.

In the aftermath of the civil rights acts of the 1960's, the black colleges have undergone significant changes. Even in the south, white colleges are actively competing with black colleges for the enrollment of talented black students. There is considerable concern among blacks that these white schools are accepting black students in order to offset losses that they are experiencing in the face of declining enrollments. They are worried also that the black colleges and universities, particularly those that are state-supported, will cease to exist as they are currently known. For example, Arkansas Agricultural, Mechanical and Normal College, founded as a black institution in 1873, has become part of the Arkansas University System and is now the University of Arkansas at Pine Bluff. Tennessee State, originally established as a black college, experienced the same turn of events and has become the University of Tennessee, Nashville Campus.

At the same time, opportunities for black faculty and students at predominantly white institutions have not increased to the extent that equal access for blacks will result or that curricula will reflect the African American experience.

Since their inception, black colleges and universities have played a significant role in the education of blacks. Most African American doctors and dentists have come from Howard University, Fisk University, or Meharry Medical College. Many African American writers attended black colleges and/or taught at them.

Black colleges have important art collections of the works of African American artists, many of whom taught at black colleges. Howard University has also trained outstanding leaders from Africa, South America, the Caribbean, Europe, India and Asia.

African Americans such as Benjamin Mays of Morehouse College, Mary McLeod Bethune of Bethune-Cookman College and Mordecai Johnson of Howard University will be remembered as outstanding persons associated with the growth and development of black colleges and universities in the United States. Similarly, W.E.B. DuBois, John Hope, John Hope Franklin, Carter G. Woodson and Anna Julia Cooper will be honored among those who sought to document the black experience, thereby contributing to a very important activity—educating African Americans about their history and role in shaping the destiny of humankind.

Mary McLeod Bethune

OBJECTIVE

To demonstrate the involvement of African Americans in education, and to show the historical significance of the black colleges.

FACTS YOU SHOULD KNOW

*"It was in the area of education that King Askia of Songhay made his most significant reforms." During his reign (1493-1529), schools were established and encouraged. The cities of Geo, Walata, Timbuktu and Jenne became intellectual centers, at which were concentrated the most learned scholars of West Africa and to which scholars from Asia and Europe came for consultation and study.

In 1750, Anthony Benezet, a Quaker, opened an evening school for Philadelphia blacks. Benezet taught blacks in his home for 20 years, after which he opened a free school in Philadelphia under the direction of Moses Patterson. Upon his death, money from his estate was used to continue the school, thereafter called Benezet House. During the 1960's, it was still operating as a large after-school program and was renamed the Benezet Boys Club.

In the 1970's and 1980's, African American women have become superintendents of big city schools: Dr. Barbara Sizemore (Washington, D.C. and Chicago), Dr. Ruth Love (Oakland and Chicago) and Dr. Constance Clayton (Philadelphia).

In 1787, the Manumission Society of the City of New York established the New York African Free School, where Henry Highland Garnet, religious leader and political activist, would later study in 1831. It was the first free public school of any kind and became a prototype for that city's public school system which was established in 1834.

As the first African American principal of the M Street School in Washington, D.C., Anna Julia Cooper felt that African American children in the early 20th Century should have a wide range of educational options. She guided her students into the best colleges in the country but was *not* rehired in 1906 because she objected to the board's position that the children should only receive an industrial (vocational) education. She went to the Sorbonne in France at the age of 65 to earn a Ph.D.

In 1884, Charlotte Hawkins Brown founded the Palmer Memorial Institute, a school for young black women in South Carolina.

Many African American communities have organized groups that study and learn about their history and culture, e[illegible] the importance of self-study. For example, [illegible] First World Alliance presents two series a year led by Dr. John Henrik Clarke (Hunter College) and Dr. Ivan Van Sertima (Rutgers University). Courses are taught at a church in the community, and participants are given an opportunity to visit Africa during the summer months.

Septima Clark of Charleston, South Carolina, was a school teacher who bravely organized a strike for better wages. In 1965, she served as the driving force within a chapter of the Southern Christian Leadership Conference (SCLC) that successfully registered over 7,000 voters. She continues to be active in her late eighties.

Peter Humphries Clark (1829-1895), a grandson of the great explorer of the northwest, William Clark, was prominent in establishing public school education in Ohio. He was a leader in the Workingman's Party, which was a forerunner of organized labor and was active in the underground railroad.

The nation's oldest black institution, now called Cheney State College in Cheney, Pennsylvania, was established in 1837. It was previously named The Institute for Colored Youth.

Born in Fredericksburg, Virginia, Fannie M. Richards (1840-1923) received her early education in Canada. She was appointed as the first Negro teacher in the public schools of Detroit in 1868, although the city maintained separate schools for Negroes until 1870.

Born in Troy, New York, William Frank Powell (1844-1921) experimented with the theory of training teachers by having Normal School students participate in a classroom situation. This was the precursor of practice teaching, a requirement for teacher certification.

Richard Theodore Greener (1844-1923), educator and political leader, was the first Negro to graduate from Howard University. Besides teaching, Greener studied law and served on a state commission to develop the public school system in South Carolina.

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* John Hope Franklin. *From Slavery to Freedom: A History of Negro American*. Third Edition. New York: Vintage Books, 1947, page 19.

Outstanding in the fields of education and banking, Richard Robert Wright, Sr. (1855-1945) founded Savannah State College in 1891, based upon the conviction that the Negro race would rise no higher than its educated masses. His energies were given to the school from 1891-1921.

Born a slave in Hale's Ford, Virginia, Booker T. Washington (1856-1915) was appointed principal of Tuskegee Institute in 1881. At that time, the institute consisted of two small frame buildings and thirty students. In 1900, he organized the National Negro Business League. He received financial support from the General Education Board and the Phelps-Stokes Fund.

In the year 1899, Juliette Derricotte became one of the first YWCA administrators and dean of Fisk University, the first woman to serve as dean of a college.

Lucy Laney, an educator, established the Haines Normal and Industrial Institute, a school for girls in Augusta, Georgia that became a model for other schools.

George Cleveland Hall (1864-1930), noted physician and educator, was a founder of Provident Hospital in Chicago. By organizing clinical demonstrations in surgery, Dr. Hall developed a program of continuing education for Negro doctors throughout the United States.

John Hope (1868-1936) was the first African American president of the Atlanta University system in 1929 when Morehouse, Spelman and Atlanta University agreed to affiliate. Later, Clark College and Morris Brown College became a part of the system.

William Edward Burghardt DuBois (1868-1963) is generally recognized as one of this country's most incisive thinkers and effective platform orators, as well as one of the most profound scholars of his time and generation.

In 1872, Alcorn College in Mississippi became the first Negro land-grant college. This was made possible by passage of the Morrill Act of 1862 that provided federal land grant funds for higher education. A second Morrill Act was passed specifically to support the Negro land-grant colleges because so few black colleges received any money. The 1890 act resulted in the founding of Negro land-grant colleges in 17 southern states. These are referred to as the 1890 institutions.

With one dollar and fifty cents and five students, Mary McLeod Bethune (1875-1955) founded Bethune-Cookman College at Daytona Beach, Florida in 1904. She was founder of the National Council of Negro Women in 1935. She served as President Franklin D. Roosevelt's Special Advisor on Minority Affairs from 1935 to 1944 and from 1936 to 1944 as director of the Division of National Youth Administration. Mrs. Bethune was the first black woman to head a federal agency. With assistance from numerous individuals who contributed money for its construction, her statue became the first of an African American to be erected on federal property.

Approximately 1,000 black physicians are graduated from medical schools each year. Eight out of 10 of these black doctors completed their medical education at two black medical colleges, Howard University in Washington, D.C. and Meharry Medical College at Fisk University in Nashville.

Educator and Baptist minister, Mordecai Wyatt Johnson was the first black to be appointed president of Howard University in 1926. He was responsible for securing congressional passage in 1928 of an act providing annual funds to the university for its continued support.

Black schools produce more than half of the nation's black executives, 85 percent of black physicians and 80 percent of black judges. Well known graduates of black schools include: Supreme Court Justice Thurgood Marshall, Washington, D.C. Mayor Marion Barry, Atlanta Mayor Andrew Young, Senator Julian Bond of Georgia, Reverend Jesse Jackson of South Carolina and Dr. Martin Luther King, Jr. of Atlanta.

Elizabeth Duncan Koontz, became the first black to be elected president of the National Education Association in 1967. She is listed in *Who's Who of American Women* for 1974-75.

William E. B. DuBois

INSTRUCTIONAL ACTIVITIES

Have the children make a class scrapbook containing outstanding blacks in education. Draw or cut pictures from magazines and newspapers such as *Ebony, Jet, Essence*, the *New York Times* and the *Amsterdam News*. Children should write stories about their favorite person. Display the scrapbook for parents, students and teachers. **E**

Play a matching game using two sets of cards. On one set show pictures of famous black educators. On the second set name the individual and tell something about his/her achievements. **E**

Prepare a collage of black educators who contributed significantly to the historic, economic and social growth of our nation. Label and write a brief summary of the accomplishments of each. Use this information throughout the year in your study of history, economics and government. **E/S**

Invite a black educator to visit the school and speak to students about his/her experiences. Prior to the visit, prepare questions that students would like to have answered. Take pictures to display later. Have the children write thank you letters. These letters should include some highlights of the presentation. **E/S**

Use a team approach to research the beginning of the Atlanta University system in Atlanta, Georgia in 1929. Report on each school and its curriculum. Tell something about John Hope, the first black president. Students may write to the university for materials to assist them with their research. Display and illustrate their findings. **E/S**

Set up a school display of catalogues, brochures and other information on black colleges. Enlist the help of your school and local librarians and guidance counselor to get materials. Coordinate the activity with English by writing letters to the colleges requesting appropriate information. **S**

Have students examine their history books for information about the passage of the Morrill Act of 1862 and the second Morrill Act of 1890. Explain why these pieces of legislation were enacted and name those colleges founded under the original act. Tell how the 1890 act affected the Negro colleges specifically. **S**

Have students research and explore the relationship between black churches and the education of blacks. What role did the clergy play? Write a paper on the subject that can be shared with others. Have children talk to local black clergy to substantiate their findings and understandings. Include this information in their reports. **S**

Plan a major project that involves research of a variety of black educators and their contributions. Be sure to include both men and women. Develop a bibliography that encourages others to read about significant black educators. Post the bibliography in your school library. Ask the librarian to set aside appropriate reading materials for use as needed. **S**

Assign students in teams to conduct research about Anna Julia Cooper, W.E.B. DuBois and Nannie Helen Burroughs. Have students role play and interview each other for a prime time TV show. Use video or 8 mm. equipment to film the interviews. **E/S**

Plan a film festival using films, filmstrips and videotapes that will illustrate the accomplishments of blacks in education. Write your local television station to see what information and materials are available. This activity may be used as an assembly program or special presentation for parents. **S**

Write the United Negro College Fund and interview local black ministers to find out more about how funds are raised for black colleges and which college choirs still go on tour to raise money for their institutions. Arrange a field trip to one of the college choir concerts. **S**

References

INTRODUCTION

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PLACES TO VISIT

Afro Arts Centre
2191 Adam Clayton Powell Blvd.
New York, New York 10027
(212) 831-3922

Black Fashion Museum
157 W. 126th Street
New York, New York 10027
(212) 666-1320

Remington Art Museum
303 Washington Street
Ogdensburg, New York 13669
(315) 393-2425

The Black History Museum
106 A North Main Street
Hempstead, New York 11550
(516) 538-2274

Benin Gallery
2366 7th Avenue
New York, New York 10030
(212) 694-9426

New York Public Library
Schomburg Center For Research
in Black Culture
103 W. 135th Street
New York, New York 10030
(212) 862-4000

Harriet Tubman Home
108 South Street
Auburn, New York 13021
(315) 253-2621

369th Regiment Armory
Fifth Avenue and 143rd Street
New York, New York 10037
(212) 688-7572

Frederick Douglass Monument
Central Avenue & St. Paul Street
Rochester New York 14605

Museum of Modern Art
11 W. 53rd Street
New York, New York 10019
(212) 956-6100

New York Public Library
Countee Cullen Branch
104 W. 136th Street
New York, New York 10030
(212) 930-0800

Museum of African American Art
(Studio Museum)
144 W. 125th Street
New York, New York 10027
(212) 864-4500

RESOURCES

Association for the Study of Afro-American Life and History
1401 14th Street, N.W.
Washington, D.C. 20005
(202) 667-2822

The Association has a package of materials produced annually specifically for this occasion. It includes pictures, calendars, possible activities and additional information on African American contributions.

United Nations-UNICEF
Information Center on Children's Cultures
331 East 38th Street
New York, New York 10016
(212) 686-5522

The Center contains book lists, information sheets and multicultural teaching units on a variety of countries in Africa and around the world.

North Jefferson Library
332 East Utica Street
Buffalo, New York 14208
(716) 883-4418

A small collection of books and materials about blacks in American history is available.

Council on Interracial Books for Children
Racism/Sexism Resource Center for Educators
1841 Broadway
New York, New York 10023
(212) 757-5339

The Council is well known for its multicultural materials, evaluation of race and sex bias in curriculum texts, and a bulletin that provides current resources.

New York Public Library
Schomburg Center for Research in Black Culture
103 W. 135th Street
New York, New York 10030
(212) 862-4000

The Center has the largest collection of data on blacks in America. It is also appropriate for field visits since it contains an art collection, artifacts and audio materials.

New York Public Library
Countee Cullen Branch
104 W. 136th Street
New York, New York 10030
(212) 930-0800

This branch has an extensive collection of African American materials and several murals by black artists.

Folkways Records
43 W. 61st Street
New York, New York 10023
(212) 586 7260

Records may be purchased from this organization on a variety of ethnic groups.

New York State Library
Cultural Education Center
Madison Avenue
Albany, New York 12230

Includes the Emancipation Proclamation, Phillis Wheatley's poems and many other source documents pertaining to African American history, particularly in Albany.

Liberation Book Store
131st and Lenox Avenue
New York, New York
(212) 281-4615

This long-established bookstore contains a wide selection of texts, children's books, newspapers and many other materials on African American life and history.

New York State Black and Puerto Rican
Legislative Caucus, Inc.
Box 7197, Capitol Station
Albany, New York 12224
(518) 455-5345

This organization publishes a quarterly newspaper, providing current information about political activity of black and Puerto Rican elected officials in New York State. A good information resource for election results.

Martin Luther King Center for Non-Violent Change, Inc.
449 Auburn Avenue, N.E.
Atlanta, Georgia 30312
(404) 524-1596

The Center promotes use of nonviolence to further social change. It distributes curriculum materials, suggests ideas, plans and programs for observing Dr. King's birthday, and maintains its own archives.

United Negro College Fund, Inc.
500 East 62nd Street
New York, New York 10021
(212) 644-9600

This organization's main purpose is to raise funds for the private, historically black institutions of higher learning, issuing an annual report, corporate report and quarterly newsletter.

National Black Archives-Bethune Memorial Museum
1318 Vermont Avenue, N.W.
Washington, D.C. 20005
(202) 322-1233 or 9201

The Museum provides exhibits, lesson plans and other materials on the contributions of black women.

Johnson Publishing Company, Inc.
820 South Michigan Avenue
Chicago, Illinois 60605

One of the largest publishers of Black History materials; i.e., books, magazines, photographs. All photographs and paintings in this publication are provided courtesy of Johnson Publishing Company, Photopaks #1, #2 and #5.

Photopak #1 includes photos of:

Crispus Attucks
Mary McLeod Bethune
George Washington Carver
Frederick Douglass
William E. B. DuBois
Sojourner Truth
Harriet Tubman
Madame C. J. Walker
Booker T. Washington

Walter Francis White
Daniel Hale Williams
Carter Goodwin Woodson

Photopak #2 includes photos of:

Edward W. Brooke
Gwendolyn Brooks
Ralph Bunche
Sammy Davis, Jr.
Lena Horne
John H. Johnson
Martin Luther King, Jr.
Malcolm X
Thurgood Marshall
Leontyne Price
A. Phillip Randolph
Jackie Robinson
Carl B. Stokes
Roy Wilkins
Whitney M. Young, Jr.

Photopak #5 includes the following paintings:

Family (Charles Alston)
The Sum of Two Numbers (Ralph Arnold)
Two of Them (Romare Bearden)
The Mansion on Prarie Avenue (Irene V. Clark)
Lady Knitting (Eldzier Cortor)
For My Daddy and His Generation, Praise (Jeff Donaldson)
Jack Johnson (Robin Harper)
Expansive Construction (Richard Hunt)
Builders 3 (Jacob Lawrence)
The Oracle (Geraldine McCullough)
Bazar Du Ouai Port au Prince, Haiti (Lois Marlou Jones)
Terrestrial Paradise (Phitton LaFortue)
Aftermath (Hughie Lee-Smith)
Women (Charles White)
Red Landscape (Hale A. Woodruff)
Nation Time (Gerald Williams)

Magazines, Periodicals and Newspapers

Amsterdam News
Black Collegian
Black Enterprise
Black Family
Black Scholar
Black Stars
Crisis (NAACP)
Ebony
Ebony, Jr.
Essence
First World
Freedomways
Jet
Journal of Negro History
New York Times
Newsday
Newsweek
Time
Tony Brown's Journal

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